

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180147**

**Grants.gov Tracking#: GRANT12660105**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180147

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>5. ED GEPA427 Form</b>	e11
<b>Attachment - 1 (Africana GEPA Document 2018)</b>	e12
<b>6. Grants.gov Lobbying Form</b>	e13
<b>7. Dept of Education Supplemental Information for SF-424</b>	e14
<b>8. ED Abstract Narrative Form</b>	e15
<b>Attachment - 1 (Africana Final FLAS Abstract-2018)</b>	e16
<b>9. Project Narrative Form</b>	e18
<b>Attachment - 1 (Africana Final TOC 2018)</b>	e19
<b>Attachment - 2 (Africana Final Application Narrative- 2018)</b>	e20
<b>10. Other Narrative Form</b>	e64
<b>Attachment - 1 (Africana Applicant Profile)</b>	e65
<b>Attachment - 2 (Africana Final Acronyms- 2018)</b>	e66
<b>Attachment - 3 (Africana Final Diverse Perspectives 2018)</b>	e67
<b>Attachment - 4 (Africana Final Service in National Need 2018)</b>	e68
<b>Attachment - 5 (Africana Final FLAS CVS -2018)</b>	e69
<b>Attachment - 6 (Africana Final Language Courses 2016-18)</b>	e112
<b>Attachment - 7 (Africana Final Area Courses)</b>	e115
<b>Attachment - 8 (Africana Letter of Support)</b>	e125
<b>11. Budget Narrative Form</b>	e127
<b>Attachment - 1 (Africana Final FLAS Budget 18-22)</b>	e128

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/25/2018

4. Applicant Identifier:

10068483

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name: The Trustees of the University of Pennsylvania

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

1231352685A1

\* c. Organizational DUNS:

0422507120000

### d. Address:

\* Street1:

Office of Research Services

Street2:

3451 Walnut Street, 5th Floor

\* City:

Philadelphia

County/Parish:

Philadelphia

\* State:

PA: Pennsylvania

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

19104-6205

### e. Organizational Unit:

Department Name:

0153 - Center for Africana Stu

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

ELIZABETH

Middle Name:

D

\* Last Name:

PELOSO

Suffix:

Title: AssocVicePres/AssocViceProvost for Research

Organizational Affiliation:

The Trustees of the University of Pennsylvania

\* Telephone Number:

2157460234

Fax Number:

2158989708

\* Email: epeloso@upenn.edu

PR/Award # P015A180147

Page e3

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Title VI FLAS Fellowship Funding 2018-2022

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant PA-002

\* b. Program/Project PA-002

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date: 08/15/2018

\* b. End Date: 08/14/2022

**18. Estimated Funding (\$):**

* a. Federal	930,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	930,000.00

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Ms. \* First Name: LEONA

Middle Name:

\* Last Name: HOBBS

Suffix:

\* Title: Associate Director

\* Telephone Number: 2158989984 Fax Number: 2158989708

\* Email: PennAORs@lists.upenn.edu

\* Signature of Authorized Representative: Ms. LEONA HOBBS \* Date Signed: 06/25/2018

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	232,500.00	232,500.00	232,500.00	232,500.00		930,000.00
12. Total Costs (lines 9-11)	232,500.00	232,500.00	232,500.00	232,500.00		930,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

PR/Award # P015A180147

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)  
Prescribed by OMB Circular A-102

PR/Award # P015A180147

Page e8



9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Filled For Validation	Associate Director Office of Research Service
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
The Trustees of the University of Pennsylvania	06/25/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="N/A"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="DEPARTMENT OF EDUCATION"/>		<b>7. * Federal Program Name/Description:</b> <input type="text"/> CFDA Number, if applicable: <input type="text"/>
<b>8. Federal Action Number, if known:</b> <input type="text"/>		<b>9. Award Amount, if known:</b> \$ <input type="text"/>
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Filled For Validation"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="LEONA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="HOBBS"/> Suffix <input type="text"/> Title: <input type="text" value="Associate Director"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/25/2018"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

Africana GEPA Document 2018.pdf

Add Attachment

Delete Attachment

View Attachment

## **GEPA (Section 427) Statement The Center for Africana Studies**

The University of Pennsylvania is committed to providing full equal opportunity employment practices in the hiring of faculty and staff, and has a transparent admissions policy that disregards all factors other than academic potential for all applicants. Penn does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation in its education and research programs, or its services and activities. A fully staffed Office of Affirmative Action and Equal Opportunity supports and reports on regularly to the University Trustees. The Center for Africana Studies (CAS) is likewise all-inclusive in its academic and programming. CAS promotes diversity in its events' attendance by targeting publicity efforts to all students and faculty within Penn and beyond.

Penn's Office of Student Disabilities Services provides free professional services for students with disabilities to ensure equal academic opportunities and participation in University-sponsored programs and CAS makes all events accessible to persons using wheelchairs and also for audience members who are hearing or sight impaired.

Other examples of how the African works with GEPA requirements can be seen in narrative sections: a3, and b.1.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

The Trustees of the University of Pennsylvania

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Camille		Charles	

Address:

Street1:	3401 Walnut Street, Suite 331A
Street2:	
City:	Philadelphia
County:	Philadelphia
State:	PA: Pennsylvania
Zip Code:	19104-6228
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
2158984965	

Email Address:

camille_charles@pop.upenn.edu
-------------------------------

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **Abstract**

The University of Pennsylvania has a long tradition of Africa and Africans as important areas of intellectual inquiry. This tradition continues to allow for the interaction of our faculty, researchers, and students with their counterparts in Africa and vice versa. This tradition of connectivity dates back to the time when Kwame Nkrumah, the first President of Ghana, taught Fanti as one of the original three languages taught in our program. The study of Africa has been ubiquitous at Penn, with leadership coming from a small program to the Africa Center to our current Center for Africana Studies. Since 2015, the University incorporated the Africa Center into the Center for Africana Studies. This transition has enhanced and strengthened our mission of advancing the commitment to the study of Africa and African populations. Founded in 2002, the Center for Africana Studies is the University's leading home for the study of Africa at the undergraduate, professional, and graduate levels of study. The transition has also enhanced the level of programming of Africa-related events at Penn.

Africana Studies at Penn is marked, not only by interdisciplinarity, but also by a cross-regional approach that includes the global Africa (whether with or in: North America, Latin America, the Caribbean, Middle East, and even within Africa itself.) Our Department of Africana Studies offers a major and minor for undergraduate students, a graduate certificate program, and a Ph.D. Our curriculum represents a broad range of disciplines and geographical interests. Ours is a unique approach to the study and teaching of Africana studies dedicated to training the next generation of scholars in these fields. Established in July 2012, the Department of Africana Studies incorporated the Graduate Group in Africana Studies, created in 2009; the graduate certificate program in Africana Studies, created in 2007; as well as the certificate program in African Studies, created in 1999. The Department also incorporated the Afro-American Studies Program (1971-2001) and the Africana Studies Program, which was housed in the Center for Africana Studies (2002-2011). For the study of Africa, the Department of Africana Studies and the Center for Africana Studies have joined their resources in support of programming, course offerings, faculty hiring, and training and funding for undergraduate, professional, graduate students, and those doing post-doctorates.

Since 2015, the Center for Africana Studies has become the central institutional space and collaborator for Africa-related, education, research, events and programming throughout the University. The Center annually organizes many Africa-related events, and coordinates programming with the Middle East and South Asia NRCs, and other Centers and Departments within the University. The Center has continued and expanded the level of programming on Africa, including a speaker's series focusing on Africa, the "Scholar for a Day," program, conferences and symposia such as "African Conflicts," and as a co-host of the 10th Annual Greater New York Area African History Workshop."

Our faculty has advanced the study of Africa on campus. We now have the unique opportunity to expose students and audiences to Africa-related programming equally alongside programming on the most important issues of our time (including the environment, security, statecraft, inequality, immigration, and artistic representation and production). Penn faculty that study Africa cover a wide range of disciplines in the humanities, social sciences, and the sciences. These disciplines include history, music, literature, philosophy, sociology, political sciences, demography, education, biology, law, medicine, and business. Within the past 3 years,



Penn has hired 4 additional faculty who focus on Africa, one associate professor, two assistant professors, and a senior lecturer.

The incorporation of the Africa Center into the Center for Africana Studies, has allowed the University to provide additional financial support for graduate students who apply to the Department of Africana Studies for the Ph.D. along our Africa track. During the past four years, there has also been a substantial increase in the number of students majoring and minoring in Africana Studies as well as in the number of students enrolled in Africa-focused courses and African languages.

The interest in Africa at the University is campus-wide with programs on Africa in the School of Arts and Sciences, Wharton School of Business, School of Law, the Medical School, School of Nursing, and the School of Engineering and Applied Science. For example, since 2001, the Botswana-UPenn Partnership has trained over 4,000 Botswana healthcare workers in clinical care at Princess Marina Hospital, district hospitals, local clinics, and the University of Botswana. Penn also is a leading institution with its renowned scientists in the African Genomic and Phenotypic Diversity Project; and also host of the most important program in African Demography. Additionally, in 2019 the Penn Museum will be opening its re-designed and re-installed Africa Galleries, following the re-designing and re-installing the Egypt and Nubia Galleries.

The University of Pennsylvania is among the few universities with centers for the study of Africa that provide a wide array of instruction in African languages, with 3 full-time African language instructors who are employed by the University, and the remaining language instructors having taught for at least 5 years. In the absence of Title VI funding, the University has continued to fund the teaching of all African languages sought by students. The Center provides funding for all language-related events, including the annual “African Language and Culture Day” where students studying African languages demonstrate what they have learned. Many students continue to select African languages to fulfill the University’s foreign language graduation requirement. Our provision for the study of African languages has also been solidified through national programs such as the “Fulbright-Hays Zulu GPA” where students from across the USA compete to further their study of Zulu in South Africa. Penn is also a pioneer in the use and provision of online resources on Africa, as well as in the production of web materials on African languages and in providing the two text books on the study of Zulu and Malagasy by its language instructors. In addition to language instruction funded by the University, FLAS provides an opportunity, especially for students in financial need, to pursue their interests in the study of Africa and African languages. FLAS has also expanded the Center’s reach to students in professional schools whose research is focused on Africa.

Our request for FLAS Fellowships for the next cycle of funding will enable us to achieve the following: (1) increase the number of students with interest in the study of Africa via area courses and languages offering; (2) Increase the number of students in professional schools with interest in Africa; (3) increase the number of students in advanced and superior language levels in priority languages for areas of national need, (4) provide FLAS for academically qualified students who are in financial need, (5) use FLAS to leverage within the University for additional funding for Africa-related programing and for securing funding for Africa-language funding opportunities from other agencies.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

---

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

University of Pennsylvania  
The Center for Africana Studies

**PROPOSAL FOR FUNDING AS A FLAS CENTER  
IN AFRICAN STUDIES**

**Table of Contents**

		Page #
	<b>Abstract</b>	i
	<b>Project Narrative:</b>	
<b>a</b>	Quality of Staff Resources	1
<b>b</b>	Impact and Evaluation	7
<b>c</b>	Commitment to the Subject Area	13
<b>d</b>	Strength of the Library	18
<b>e</b>	Quality of the Applicant's Non-Language Instructional Program	22
<b>f</b>	Quality of the Applicant's Language Instructional Program	28
<b>g</b>	Quality of Curriculum Design	35
<b>h</b>	FLAS Awardees Selection Procedures	41
<b>i</b>	FLAS Competitive Preference Priorities	43
	<b>Application Profile</b>	
	<b>Acronym Guide</b>	
	Description: Diverse Perspectives	
	Description: Service in Areas of National Need	
	<b>Appendices</b>	
<b>A</b>	Curriculum Vitae and Position Description	
<b>B</b>	Language Course List	
<b>B</b>	Area Course List	
<b>C</b>	Letter of Support	
	<b>Federal Forms: Assurances, Certifications, Forms</b>	

**A PROPOSAL FOR FUNDING AS A FLAS CENTER FOR AFRICAN LANGUAGES,  
SUBMITTED BY THE UNIVERSITY OF PENNSYLVANIA**

**(a). STAFF RESOURCES**

**a.1. Qualifications of faculty and professional staff:** The faculty at the Center for Africana Studies (CAS) at the University of Pennsylvania (Penn) consists of 39 core and 17 affiliated professors. During the upcoming funding cycle, CAS will use the strengths of its faculty across schools and disciplines for the development and implementation of Africa-focused activities and programs. Penn faculty and staff will apply their expertise [see faculty bios in Appendix A] throughout the cycle for course development, conferences and workshops, as well as other co-curricular programming, both at CAS and in collaboration with relevant departments. Penn Africanist faculty are experts in a wide range of disciplines and provide a rich intellectual environment for FLAS students who pursue the study of Africa and African languages. Students with interests in the study of Africa can study with distinguished Penn historians: **Cheikh Anta Babou** (West Africa), **Lee Cassanelli** (East Africa), **Eve Troutt Powell**, and **Heather Sharkey** (Middle East and North Africa). Penn political scientists who study Africa include: **Guy Grossman** and **Robert Vitalis**. Penn professors with expertise in Southern Africa include: **Carol Muller** (Music), **Rita Barnard** (English and Comparative Literature), and **Ramah McKay** (History and Sociology of Science). Penn sociologists include: **Onoso Imaogene** and **Tukufu Zuberi**, who has conducted extensive research on Africa and is the founder of the Africa Census Analysis Project. Dr. Zuberi is also the writer and producer of “African Independence,” an award-winning feature-length documentary film that highlights the birth, realization, and problems confronted by the movement to win independence in Africa. Penn anthropologists whose research involves

Africa are: **John Jackson** (Anthropology & Communication), **Deborah Thomas** (Anthropology), and **Janet Monge** (Anthropology). Other Penn Africanists include **William Burk-White** (Law), **Dan Wagner**, **Nancy Hornberger**, and **Krystal Strong** (Education), **Dagmawi Woubshet** (English), and **David Amponsah** (Africana).

With the recent expansion of the Wharton Business program in Africa, CAS supports the mission of **Ian MacMillan** and **James Thompson**, and in providing financial support for the annual Wharton Africa Business Forum. In order to incorporate faculty, students, and researchers from the medical field, CAS recognizes **Sirbhi Grover's** work in Botswana and in improving access to care and outcomes of care in developing countries; **Gregory Bisson's** seminal work on infectious diseases in Africa; and **Dorothy Cheyney's** and **Charlene Compher's** work on nutrition and non-communicable diseases research in Botswana. **Sarah Tishkoff's** ongoing research on Africa's population history and genetic variation is also an extremely valuable contribution in the study of Africa.

*International travel and professional development opportunities for faculty and staff:*

Penn provides research and conference attendance funds for faculty and staff, and frequently course development funds as well. In addition to regular faculty sabbaticals, Penn provides one semester of leave for tenure-track junior faculty after three years of teaching. Resources are also made available for CAS faculty and staff (including library and language staff) to travel to meetings organized by professional associations, including the African Studies Association (ASA), African Language Teachers Association (ALTA), Association of African Studies Programs (AASP), and relevant NRC/FLAS meetings. The School of Arts (SAS) and Sciences administers SAS Research Opportunity Grants to support individual faculty research needs that are not covered by an external grant, existing discretionary research account, or departmental

sources. Application for these grants is open to SAS standing faculty, senior lecturers, senior lecturers in foreign language, and emeriti faculty.

CAS staff are encouraged to participate in a wide range of professional development opportunities offered by the University, including training for new technologies, new financial and course management systems, language instruction, and other kinds of administrative and pedagogical offerings. All full-time staff at Penn have access to tuition benefits, should they wish to engage in further professional development through courses offered at the University.

*Commitment to teaching and advising students:* At Penn, undergraduate majors and minors in Africana Studies work individually with faculty advisers who track student progress and performance and are available five days a week to provide academic and career counseling. (See Section g.2.).

**a.2. Oversight arrangements:** Penn's Center for Africana Studies (CAS) and the Department of Africana Studies (DAS) each have an Executive Committee to oversee curriculum, student funding, programming, and evaluation. The Committees are composed of Penn faculty and staff (CAS's Committee is composed of faculty from different schools and departments). The Committees meet once a semester to discuss topics and advise CAS Director and DAS Chair, review priorities, and to set policy. CAS's Executive Committee also provides advice and direction on CAS's activities and programs. Administrative faculty and staff also meet with the African Studies librarian and a representative of the College advising office at least twice per year to discuss Africa-related issues.

*Administrative staffing:* Penn's CAS is currently directed by **Prof. Camille Charles**, Walter H. and Leonore C. Annenberg Professor in the Social Sciences, and Professor of Sociology, Africana Studies & Education. She is the author of "Won't You Be My Neighbor:

Race, Class and Residence in Los Angeles” (Russell Sage, Fall 2006), which addresses class- and race-based explanations for persisting residential segregation by race. She is also co-author of “The Source of the River: The Social Origins of Freshmen at America’s Selective Colleges and Universities” (2003, Princeton University Press). More recently, she is co-author of the forthcoming book, “Taming the River: Negotiating the Academic, Financial, and Social Currents in Selective Colleges and Universities” (co-authored with Douglas S. Massey and colleagues; Princeton University Press), the second in a series based on the National Longitudinal Survey of Freshmen, and “Race in the American Mind: From the Moynihan Report to the Obama Candidacy” (co-authored with Lawrence Bobo). She is also nearing completion of a sole-authored book on Black racial identity in the United States, tentatively titled, “The New Black: Race-Conscious or Post-Racial?” Professor Charles earned her Ph.D. in 1996 from the University of California, Los Angeles, where she was a project manager for the 1992-1994 Multi-City Study of Urban Inequality. Her research interests are in the areas of urban inequality, racial attitudes and intergroup relations, racial residential segregation, minorities in higher education, and racial identity. Administratively, Dr. Charles has been Director of CAS since 2009 as well as Director of its annual Summer Institute for Pre-Freshmen since 2006. Previously, she served as Chair of the Faculty Senate and was Chair for the Department of Africana Studies during its 2012-13 inaugural year. (See Appendix A.)

CAS’s FLAS Coordinator is **Dr. Ali Dinar**, who also serves as a Senior Lecturer in DAS. Dinar holds a Ph.D. in African Folklore from Penn. Since joining the University in 1995, he has developed and maintained the Penn Africa website, which remains one of the most comprehensive online resources about Africa. At the Africa Center, Dinar served as the Outreach Coordinator, and later as its Associate Director in charge of budgeting, cross-school and

consortium collaborations, and inter-area programming, and as its FLAS Coordinator. As FLAS Coordinator at CAS, Dinar is in charge of advertising FLAS within the University and beyond. He also organizes information sessions on FLAS, forms the FLAS Selection Committee, and is liaison between CAS and the Business Office, Student Financial Services, and domestic and overseas language programs. Dinar is also in charge of submitting annual and semiannual reports on FLAS to the U.S. Department of Education.

**Gale Garrison** is CAS's Associate Director. She has been an administrator at Penn for 16 years. In her role, she oversees the day-to day operations of CAS, including management of its budgets, staffing, communications and programming, cross-school collaborations, faculty recruitment, and research initiatives. She assists the Director with short-and long-range planning for CAS and also oversees CAS's Summer Institute for Pre-Freshmen, an intensive one-week course of study that introduces freshmen entering the University to themes and currents in African, African American, and other African diaspora experiences.

**Dr. Audrey Mbeje** is the Director of the African Language Program at Penn. She is a teacher of Zulu, and has directed the national Fulbright-Hays Group Project Abroad (GPA) Zulu program in South Africa for the past 3 cycles. Mbeje has extensive experience training language instructors in the use of technology for language pedagogy and has developed textual materials in Zulu which are widely used by students in the U.S. and overseas.

**Shantala Thompson** is CAS's Program Coordinator. In this position, she researches, develops, and implements programming for CAS, including its "Scholar for a Day" program, African Language and Culture Day (both co-sponsored by DAS), and its Africa speaker's series, among other programs on Africa. She also assists with DAS programming on Africa.



**Sean Fields** is CAS's Communications Coordinator. In this role, he develops internal and external communications for CAS and DAS, including assisting with the design and distribution of materials to advertise FLAS as well as program and publicity materials for co-curricular programs on Africa. He writes and distributes communications to CAS and DAS affiliated faculty, staff, students, and other listserv subscribers about programs, issues, and news related to Africa, and maintains CAS's and DAS's websites.

**Carol Davis**, Assistant to the Chair and Undergraduate/Graduate Studies Coordinator in DAS has 15 years of administrative experience at Penn. In her position, she rosters courses, maintains undergraduate and graduate student records, and arranges housing for visiting students and scholars.

**Teya Campbell**, Administrative Coordinator for CAS and DAS, engages in a wide range of administrative support, including processing all financial transaction and providing administrative assistance to CAS's Director and the FLAS Coordinator. All of our full-time staff represent minority groups and/or are women.

**a.3. Commitment to diversity:** Since coming to Penn in 2004, President **Amy Gutmann** has committed Penn to increasing access, and as a result, in Fall 2017 Penn admitted 489 of minority freshman, an increase of 445 students from 2014. In 2017, there were 80 Questbridge and 8 KIPP students were enrolled. (Questbridge and KIPP are both minority access programs.) In addition, there is a 33.1% increase in the number of international Ph.D. students who started at Penn in 2017.

Penn is committed to ensuring that educational programs, personnel actions, and funding are administered without regard to race, color, gender, sexual orientation, religion, national or ethnic origin, age, disability, or status as a disabled or Vietnam-era veteran. Facilities in all Penn

schools are accessible to wheelchair-dependent individuals and all have resources for the hearing or sight impaired (see GEPA Statement). Penn encourages applications from minority and underrepresented groups. In the last four years, Penn has hired a Provost and appointed three Deans, all from underrepresented minorities: two in the School of Arts and Sciences and one in the School of Social Policy and Practice (SP2). Finally, 10 of 13 regular CAS language instructors are of African origin.

## (b). IMPACT AND EVALUATION

CAS is particularly proud of the growing numbers of undergraduates who are selecting African languages to satisfy their language requirements; of the numbers of minority students and women who have taken advantage of study abroad, internship, and employment opportunities at CAS (*Table b.1.*); and of the new campus constituencies CAS has impacted by co-sponsoring activities with other area and international centers and with Penn's professional

schools (Wharton, Medicine, Nursing, Engineering, Education) as well as African international student groups on campus such as "Penn African

Table b.1.	Male		Female		Total	Total
	Minor	Major	Minor	Major	Minor	Major
2017-18	2	0	3	3	5	3
2016-17	7	3	14	6	21	9
2015-16	5	3	15	3	20	6
2014-15	2	1	14	4	16	5
2013-14	5	1	19	3	24	4
<b>Totals</b>	<b>21</b>	<b>8</b>	<b>65</b>	<b>19</b>	<b>86</b>	<b>27</b>

Student's Association," "Wharton Africa Business Forum," and "Society for African Internationals at Penn." From its past continuous engagement, CAS's staff and Africanist faculty at Penn have made a significant impact on the campus through their targeted speaker's series, "Scholar for a Day" program, conferences/symposia, and annual "Africa Orientation" for students and faculty traveling to Africa.

**b.1. Commitment to student diversity:** As discussed above (under a.3.), Penn is committed to ensuring that educational programs, including FLAS, personnel actions, and

funding are administered without regard to race, color, gender, sexual orientation, religion, national or ethnic origin, age, disability, or status as a disabled or Vietnam-era veteran. Facilities in all Penn schools are accessible to wheelchair-dependent individuals and all have resources for the hearing or sight impaired (see GEPA Statement).

Accordingly, CAS does not bar non-Penn students from competing for and receiving FLAS; the opportunity is also publicized broadly to other institutions though the priority is to FLAS fellowships to Penn students. (*Table b.2.*)

Table b.2.	Total Applicants	Non-Penn Applicants	Penn Awards		Non-Penn Awards		Professional Schools
			Grad	Ugrad	Grad	Ugrad	
AY 2014-2017	60	15	17	17	0	0	7
Summer 2014-17	48	18	8	11	2	0	0
<b>Total AY FLAS Awards</b>		<b>34</b>	<b>Total Summer FLAS Awards</b>				<b>21</b>

## **b.2. Evaluation Plan:**

The evaluation plan entails the use of data that have traditionally been collected as part of the FLAS ongoing reporting requirements, to be processed for the purposes of monitoring and assessing the impact of the FLAS program. (*Table b.3.*) New data to be collected and included as part of the evaluation will include a standardized rubric for expert external reviewers, surveys of program participants using *Qualtrics*, and various impact measures specified below in connection with the CAS's goals and activities. To objectively measure the quality and impact of the activities provided through NRC/FLAS funding, we plan to employ multiple types of assessment methods, each guided by a program goal. The plan is designed to provide ongoing, informative feedback for use in improving CAS's programs and ability to meet its stated objectives with regard to the use of FLAS by Penn students at various schools on-campus. FLAS will be viewed as a catalyst that increases the availability of non-language resources and programing on Africa, as well as increasing the number of hired Africanist faculty. The FLAS

Coordinator, with assistance from the project staff, will assess the program's effectiveness on an ongoing basis to include both quantitative and qualitative evaluation measures. Moreover, an Independent Project Evaluator will assist us in taking a holistic view of

Table b.3. Timeline for Program Activities and Evaluation Plan	
<b>Prior to Grant</b>	
Gather baseline data for Grant	
<b>Fall 2018</b>	<b>Fall 2020</b>
Review project work plan, budget and adjustments; FLAS selection for AY,	Submit annual report; continue with program activities, lecture series, meeting with FLAS students
<b>Spring 2019</b>	<b>Spring 2021</b>
Submit annual report; continue with program activities, lecture series, meeting with FLAS students. Collect quantitative & qualitative data on FLAS students that pertain to their: chosen language and levels proficiency scale, number of area courses, department affiliation, language grades, and number of students in financial need	Submit annual report; continue with Africa programming, sending surveys to FLAS recipients. Collect quantitative & qualitative data on FLAS students that pertain to their: chosen language and levels proficiency scale, number of area courses, department affiliation, language grades, and number of students in financial need
<b>Summer 2019</b>	<b>Summer 2021</b>
FLAS Selection process	FLAS Selection process
<b>Fall 2019</b>	<b>Fall 2021</b>
Submit annual report, Collect quantitative & qualitative data on FLAS students that pertain to their: chosen language and levels proficiency scale, number of area courses, department affiliation, language grades, and number of students in financial need research survey of qualitative and quantitative data from Career Center & External Relations	Submit annual report; continue with program activities, lecture series, meeting with FLAS students. Collect quantitative & qualitative data on FLAS students that pertain to their: chosen language and levels proficiency scale, number of area courses, department affiliation, language grades, and number of students in financial need
<b>Spring 2020</b>	<b>Spring 2022</b>
Submit annual report; continue with program activities, lecture series, meeting with FLAS students. Collect quantitative & qualitative data on FLAS students that pertain to their: chosen language and levels proficiency scale, number of area courses, department affiliation, language grades, and number of students in financial need	Submit annual report, Collect quantitative & qualitative data on FLAS students that pertain to their: chosen language and levels proficiency scale, number of area courses, department affiliation, language grades, and number of students in financial need research survey of qualitative and quantitative data from Career Center & External Relations
<b>Summer 2020</b>	<b>Summer 2022</b>
FLAS Selection process	Submit final reports to the US Dept. of Education

assessment, implementing best practices across the Penn FLAS Center, and aiding it with the creation of data tools, data management, and analysis.

The evaluation will use data from several sources: data the FLAS Center traditionally collects for ongoing reporting requirements; Government Performance and Results Act (GPRA) measures; University data; and new data collected specifically to monitor and assess the impact

of the FLAS program from the offices of Career Services and External Relations. The evaluation methodology involves both quantitative and qualitative measures.

In order to measure CAS's progress during the course of the grant cycle, interim or benchmark measures are also identified. These benchmark measures are designed to provide CAS with ongoing, formative feedback so that it can enhance performance where necessary in order to meet its objective in increasing the number of students with advanced competency in African languages. The goal will be to: 1) select and develop assessment tools; 2) assist CAS with developing tracking databases; and 3) analyze data.

*Use of Evaluation Results to Make Programmatic Changes.* The FLAS Coordinator will formally review the program biannually and document any unanticipated outcomes. One of the shortcomings that we have recorded in the past funding cycle is the delay of some students in submitting their FLAS applications in a timely manner. In order to correct this, we have increased awareness regarding early submission via site visits to language classes and through CAS's social media outlets. In recognition of students studying African languages, CAS has instituted the Buchi Emecheta Prize in African Studies named in honor of the celebrated Nigerian novelist, children's writer, screenplay writer and autobiographer. This prize is awarded annually for the best undergraduate essay on African language, literature, music, or the arts. In order to expand awareness about African languages, the FLAS Coordinator widely distributes federal funding opportunities that involve involve African languages, such as the Boren Scholarships and Fellowships and the Fulbright-Hays Program on African Languages to Africanist students.

The FLAS Coordinator will discuss yearly outcomes with program staff and with senior administrators so that implementation strategies can be modified and enhanced as needed. CAS will also share the outcome of the evaluation with other Penn FLAS Centers and with faculty in order to incorporate best practices and economies of scale throughout the institution.

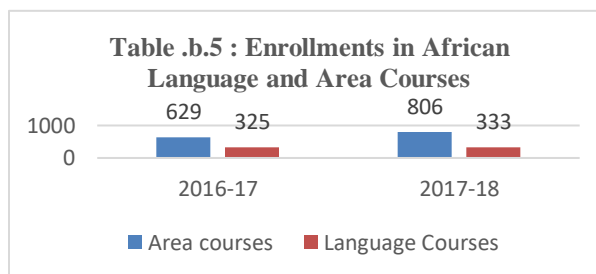
***Government Performance and Results Act (GPRA) Measures.*** To ensure the overall

success of this International Foreign Language Education (IFLE) grant program, CAS will monitor accomplishments in relationship to the GPRA measures. The data for these measures can be gathered as needed and will be used to evaluate the overall success of the grant program. The annual goal targets specified will provide a way to measure the increasing impact that CAS is having on its students, the University, the region, and the nation.(Table b.4.)

Table b.4. GPRA Measure	Data Source
1: Percentage of priority languages taught at FLAS Center	IRIS Course Records provided by CAS
2: Percentage of FLAS grants for teaching intermediate or advanced courses in priority languages	IRIS Course Records provided by AC
3: Percentage of FLAS that increased the number of intermediate or advanced level language courses in the priority and/or LCTLs during the course of the grant (long-term measure).	IRIS Course Records provided by CAS
4: Percentage of FLAS that increased the number of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies during the course of the 4-year grant period.	IRIS Records provided by CAS
5: Percentage of less and least commonly taught languages	IRIS Course Records provided by CAS
Efficiency: Cost per FLAS Center that increased the number of intermediate or advanced level language courses in the priority and/or LCTLs during the course of the grant period.	IRIS Course Records provided by CAS

***Improved supply of specialists:*** Through its varied course offerings in African Studies

and opportunities in learning African languages, CAS/DAS have succeeded in providing rigorous academic training combined with language skills for their



students. Penn graduate students who defended their doctoral dissertations in History, History

and Sociology of Science, Anthropology, Romance Languages, and Demography have been successfully employed in leading universities, government agencies, and the private and non-profit sectors. At Penn, enrollments in graduate and undergraduate African Studies courses have increased along with the number of majors and minors in African Studies, and more students are now taking African languages. (*See Table b.5.*)

### **b.3. Addressing national need and information dissemination:**

CAS's/DAS's activities—courses, language offerings, workshops, and sponsored research—are designed to produce experts in African Studies who can address critical issues requiring multi-disciplinary knowledge to satisfy the national needs in all regions of the African continent.

CAS/DAS are providing curricular and training opportunities for students in professional schools and contribute to U.S. engagement with Africa in terms of investment and business opportunities, contextualized understanding of health issues on the continent, and 21<sup>st</sup> century challenges in international diplomacy, global security and energy issues, conflict resolution, and technology exchange, and thus, serve U.S. interests in both scholarly and practical ways.

Besides, its comprehensive programming on African issues, CAS is also on the forefront with regard to the dissemination and the creation of online resources on Africa, via its globally-recognized website with access records from different levels of U.S. government agencies.

### **b.4. Graduate enrollments and placement data:**

Over the past year, efforts have been made to improve undergraduate and graduate placement data collection by working closely with the SAS's Office of External Relations, and the University's Office of Career Services. Data from graduated students who responded to surveys by Career

Table b.5. Career  
PLacement of 14 Penn  
Africanist Graduates  
2014-18



■ Univ. Job  
■ Research  
■ Medical

Services show, in addition to securing employment in the U.S., many graduate students have moved overseas to Europe and Africa for research and job opportunities. (*Table b.5.* )

## (c). COMMITMENT TO SUBJECT AREA

### c.1. Financial and other support for the study of Africa

*The Center for Africana Studies:* The Center for Africana Studies (CAS) is part of the University of Pennsylvania's School of Arts and Sciences (SAS), one of the 12 academic and professional schools at Penn. Africana Studies at the University of Pennsylvania is comprised of two entities—the Department of Africana Studies (DAS) and the Center for Africana

Table c.1. PENN ANNUAL SUPPORT (2016-2017)	
<i>Language Instructors</i>	\$415,999
<i>Core Faculty</i>	\$6,265,653
<i>Administrative Staff</i>	\$344,031
Library Staff	\$47,899
Computer Assistance	\$30,000
Business Office	\$36,134
Library Acquisitions	\$109,217
Faculty Travel and Exchanges	\$34,999
Operating Expenses, CAS	\$466,169
Operating Expenses, DAS	\$1,091,571
<i>Student Support</i>	\$479,495
<b>TOTAL</b>	<b>\$8,229,596</b>

Studies (CAS)—each with distinct, yet complementary functions. DAS oversees undergraduate and graduate teaching, including an undergraduate major and minor and a graduate certificate and doctoral program. CAS provides an array of public programming and research projects, and its annual summer program for incoming freshmen. Both DAS and CAS focus on the experiences and histories of African, American American, and other African-descended peoples as a model for global black studies. DAS coordinates a wide range of course offerings for general knowledge about Africa, its populations, and the lives, cultures, and history of peoples on the African continent; special issues are addressed through research programs, professional schools, and interdisciplinary centers across Penn. The geographic interests of Penn Africanists span the continent—including Francophone and Islamic countries—and extend to the



contemporary African diaspora. Faculty and staff share a commitment to a broad, integrated approach to the study of African peoples, their histories, and institutions in the world at large. The Director of CAS is a standing faculty member who oversees a full-time staff consisting of an Associate Director, Program Coordinator, Communications Coordinator, Administrative Coordinator, and FLAS Coordinator. The African Language Director supervises the African Language instructors through the Penn Language Center. Penn's School of Arts and Sciences (SAS) is committed to hiring and retaining high-quality administrative support for the CAS/DAS. CAS's operating budget of \$466,169 (AY 16-17) shows the University's commitment to staff salaries (*see Table c. 1,2*), along with the cost of office expenses, part-time staff and student workers, publication costs, room rentals, and food for events.

**Table c.2. Penn SAS Salaries for Administration of CAS**

100%	African Language Director
100%	Associate Director
100%	2 Program Coordinators
100%	FLAS Coordinator
100%	Swahili Instructor
<u>\$9,400</u>	Annual Salary Supplement & One Course Release for Director
100%	Undergraduate Office Assistants' Wages

Supplemental funds for co-curricular programming are made available in a separate budget funded by the Office of the President, Provost, and SAS Dean. Penn pays to maintain CAS's website for online resources on Africa in addition to CAS and the DAS websites estimated at over \$30,000 annually for server space and technical assistance (*see Table c.1*). The SAS Business Office, which disburses CAS funds and prepares budget reports for the U.S. Department of Education, dedicated 20% of its FY 16-17 operating budget to work related to CAS. The Office of the Vice Provost for Global Initiatives assists all NRC/FLAS Centers and considers "Africa" to be a regional priority as does the School of Arts and Sciences which, in its

strategic plan, identifies Africa as a priority in its School-wide global initiatives. The Office of International Programs (OIP) oversees AY and summer study abroad programs in Africa. In addition to the OIP Director and full-time staff, there are directors of semester-long Study Abroad Programs and International Student and Scholar Services. Penn Global (under the VP for Global Initiatives) provides strategic direction for Penn's global endeavors with a focus on efficient investment of University resources for global activities and collaborates with Schools and Centers across the University to catalyze cross-school partnerships to develop innovative interdisciplinary global programs. Penn Global manages the Global Engagement Fund, which has supported projects with a focus on Africa. In total, it has made nearly 70 awards since 2011, of which 15 had a specific focus on Africa. These 15 projects were awarded at a funding level of \$301,000, of which approximately \$117,000 was awarded between 2014-present.

The Perry World House serves as a hub for Penn's growing international activities, anchoring Penn's global resources in its interdisciplinary 12-school campus while creating cutting-edge strategic partnerships abroad. The Director, a lawyer and political scientist, has specific research interests in human rights in Central and East Africa; CAS has co-sponsored important programs on Africa with Perry World House. During the past 4 years, and as a FLAS Center, CAS has also co-sponsored many global events in conjunction with Penn's two NRCs for the Middle East and South Asia.

During the 2016-2017 AY Penn contributed more than \$6 million to salary and non-salary expenses related to CAS (*Table c.1*). All of Penn's twelve Schools support faculty and student overseas exchange programs and summer internships, and most provide generous five-year fellowships to doctoral students.

*Teaching staff:* Penn's financial commitment to teaching staff on Africa exceeded 6 million dollars during the 2016-17 AY (*see Table c.1*). Over the past four years SAS has hired 2 Africanist Assistant Professors, Ramah McKay (History and Sociology of Science) with research focuses on the politics of health in Mozambique, and David Amponsah (Africana) with research interests in African indigenous religions. Penn also hired Associate Professor Dagmawi Woubshet (English) with research interests at the intersections of African American, LGBTQ, and African studies. In 2015, Ali Dinar was appointed as a senior lecturer (Folklore); two Africanists have been added to the Critical Writing Program as senior lecturers (Sara Byala, South African literature, and Adam Mohr, Religion in Ghana and Nigeria); and a third Africanist has been appointed as a part-time lecturer (Jennifer Hasty, anthropology and Ghana, specifically). Wharton has appointed a second Africanist to work on social entrepreneurship (James Thompson) and two postdoctoral fellows who are Africanists. Our Swahili instructor, Elaine Mshomba, is now funded 100% by Penn. (*see section c-2 for more details*).

*Library resources:* The Penn Libraries (PL) allocated \$109,217 in direct funding for Africa purchases, subscriptions, and memberships during FY2018, for a 5% increase from FY2017; Africa acquisition allocations have increased an average of 11% annually since FY1999, and during the FY2008-FY2012 recession, the allocation increased an average of 6% per year. (*See Section d for details.*)

*Linkages abroad:* There are over 60 centers and institutes at Penn with a global focus, including three exclusively on Africa: the Center for Africana Studies, Department of Africana Studies, and the Botswana-UPenn Partnership, which has more than 200 partnerships with international organizations and institutions, including 10 international agreements with African institutions in Botswana, Egypt, Ghana, Kenya, Senegal, and South Africa. Of the \$140 million

in sponsored research globally, there is over \$18 million in sponsored research with a component in Africa. Penn Abroad currently offers six (6) opportunities in Africa, including: South Africa, Senegal, Botswana, Tanzania, Ghana, and Cameroon. A more recent initiative is the Penn Global Seminars (PGS), which combine intensive semester-long study with a short-term travel component that deepens students' understanding of concepts discussed in the classroom. Between 2016, when the program began, and the 2018-19 academic year, Penn Abroad will have sent six (6) PGS programs to Africa, of which five (5) were/will be offered in partnership with CAS-affiliated faculty. Between 2014-2017, Penn Abroad sent over 70 interns to Africa through its Global Internship Program (GIP). This accounts for approximately 15-20% of the total number of students participating in the GIP program during this period. This year (2018), Penn Abroad offered internship opportunities with six (6) different programs/employers for 22 students across five (5) countries (Botswana, Ghana, Gambia, Rwanda, and South Africa) through the GIP. The School of Engineering also has summer programs in Rwanda and Ghana. Penn Medicine has a substantial investment in buildings, infrastructure, faculty research, and student engagement in Botswana and with the University of Botswana and smaller projects in five other African countries—Gabon, Ghana, Malawi, South Africa, Nigeria, and Tanzania; Penn medical students have conducted research in 13 additional African countries in the last four years. Penn is one of four U.S. universities in the Afya Bora Consortium which partners with four African institutions to train leaders in the health professions. The Wharton School has sent students to programs in 16 African countries. The Population Studies program in SAS has a two-decades long research program in Malawi. The Global Activities Registry maintained by Penn Global since 2011 shows that over 1,500 Penn students have traveled to Africa for short-term,

academic, and year-long study abroad opportunities throughout the 7+ years on record, with the plurality (45%) travelling to South Africa.

**c.2. Financial support for students:** In addition to FLAS awards, Penn provides full financial support for Ph.D. graduate students (tuition, yearly stipends, and health coverage), and almost half of all Penn undergraduates receive financial support from Penn. For AY 2016-17, Penn has allocated \$466,169 for student support in terms of fellowship and financial support. CAS is reapplying for FLAS funding in response to growing undergraduate enrollments in African languages (*see Sections f and h*). In the coming cycle, CAS will target qualified undergraduates with financial need in all four undergraduate schools (SAS, SEAS, Education, Wharton, and Nursing) and graduate and professional students at Penn for FLAS awards for intermediate and advanced African language study.

#### **(d). STRENGTH OF LIBRARY**

**d.1. The strength of the institutions' library holdings.** The Penn Libraries have substantial Africa holdings, with 135,015 titles identified as having African geographic coverage in OCLC WorldCat (June 2018). In the four years since the last survey (June 2014), the Penn Libraries African collection has grown by approximately 9%. PL's African collection size ranks as average among its 12 Ivy Plus research library peers, a consortium that includes many of the leading U.S. African collections.

The African collection in covers all subject areas, with concentrations in history, ethnography, and archaeology (44.5%), Western-language African literature and media (11.1%), political science and law (10.2%), local non-Arabic African languages and literature (9.8%), and

economics (9.1%). Over the past four years, political science and law and economics have seen considerable growth.

Local African languages and their literature are an important component of the Penn Libraries African collection, with 5,458 titles held in 96 languages (June 2018). Well-represented languages include Swahili (1,070 titles), Amharic (971), Yoruba (516), Afrikaans (344), Shona

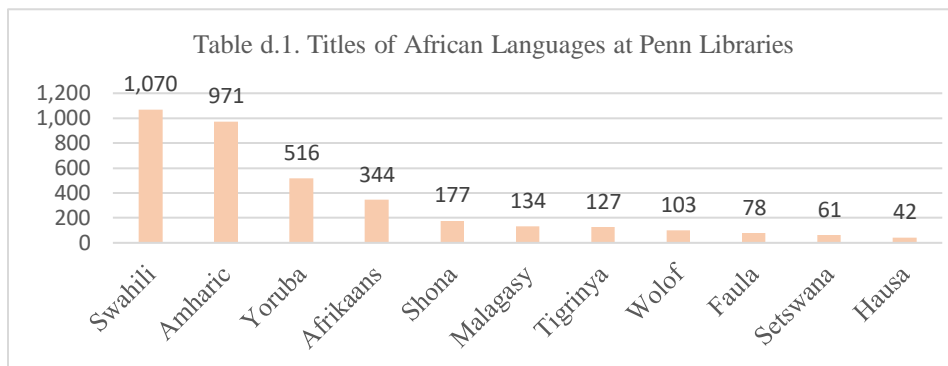
(177), Malagasy

(134), and Tigrinya

(127). Recent

acquisitions and

gifts have



strengthened Wolof (103), Fula (78 titles), Setswana (61), and Hausa (42) holdings. (*Table d.1*)

Penn research interest in the Mourides of Senegal is reflected in the ongoing acquisition of Wolof Islamic texts; many of these texts are printed in Ajami (modified Arabic script), which also addresses a Penn course on Ajami script for which the Penn Libraries have purchased a large microfilmed collection of Swahili texts. Complete sets of locally-published graded language textbooks in multiple editions have been acquired for Swahili, Igbo, and Yoruba. To improve discoverability of the Penn Libraries' large Amharic collection—37% of the Ivy Plus libraries Amharic book titles—Penn librarians are developing a tool for crowdsourcing Amharic-script title-page transcription among Penn's Amharic-speaking/-learning community.

The Penn Libraries have large collections of Africa-related sound recordings (1,013 titles, June 2018) and videos, with the video collection (2,141 titles) being the third largest among the Ivy Plus libraries. An important component of these multimedia holdings are online streaming collections, including Smithsonian Global Sound, Contemporary World Music, Ethnographic

Sound Archives Online, Ethnographic Video Online parts I-IV, and Kanopy streaming video collections from California Newsreel, Documentary Educational Resources, ArtMattan Films, and Villon Films.

*Financial support for library acquisitions and staff.* The Penn Libraries allocated \$109,217 in direct funding for Africa purchases, subscriptions, and memberships during FY2018, for a 5% increase from FY2017; Africa acquisition allocations have increased an average of 11% annually since FY1999, and during the FY2008-FY2012 recession, the allocation increased an average of 6% per year. The Penn Libraries maintain a longstanding blanket acquisition plan for monographs and serials from Ghana, Senegal, and Southern and Eastern Africa through the Library of Congress-Nairobi field office; commercial approval plans supply monographs from Senegal, Cote d'Ivoire, Liberia, and Sierra Leone. Undedicated general funds are often used to acquire costly one-time purchases; recent examples of these acquisitions include Arabic Literature of Africa Online, the 50-volume Ethnographic Survey of Africa ebook edition, Europe and Africa: Commerce, Christianity, Civilization, and Conquest, and Rand Daily Mail Online 1902-1985.

The Africana Seminar in Van Pelt-Dietrich Library Center houses a reference collection on Africa and the African diaspora and offers seminar-course seating with classroom multimedia facilities. Priority seminar-course booking is given to courses in African Studies and Africana Studies. This room, newly renovated in 2017, is the first library space dedicated to Africa.

The Africa collection is managed by Lauris Olson, Librarian and Coordinator for Social Sciences Collections. The Penn Libraries spend approximately \$47,899 in salaries and indirect costs for Olson and a support staff member's work in African materials processing and research and curricular support (FY2018). The Penn Libraries holds a membership in the Center for

Research Libraries' Cooperative African Materials Program, with Mr Olson as representative. Mr Olson is also the web manager (and one-time chair) for the Africana Librarians Council, a coordinate association of the African Studies Association.

**d.2. Availability of research materials to students.** The Penn Libraries created two direct-lending partnerships in 1999: BorrowDirect serves the eight Ivy League universities and the five other Ivy Plus universities; and E-ZBorrow serves 52 Pennsylvania, New Jersey, New York, and West Virginia colleges and universities. These two services enable Penn readers to borrow quickly books, video DVDs, and audio CDs that are not owned by the Penn Libraries or that may not be available for borrowing at Penn. These services were used by Penn readers to request 125,200 items from partner libraries during the past three academic years (July 2015-June 2018), including 1,096 works on African history, 340 works on Western-language African literature, and 104 works on local African languages and literature. The Center for Research Libraries (CRL) is an important lending partner, with Penn readers requesting CRL's African newspapers, colonial-administration documents, and other microfilmed primary-source collections. The Penn Libraries also participate in the OCLC Interlibrary Loan network for book and article document delivery.

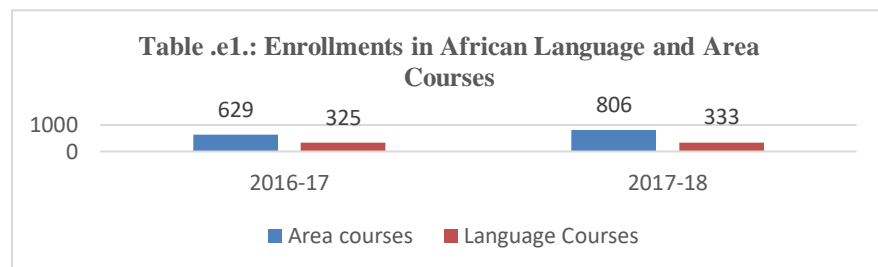
The Penn Libraries' Franklin Catalog links to more than 5,350 licensed and free online databases and ejournals on Africa: these electronic resources are accessible worldwide to Penn readers through PennKey authentication. Roughly 1,000 historic journal runs on Africa are available for downloading from HathiTrust, the digital repository for Google Books and other mass digitization projects; HathiTrust is also an important source for Penn readers seeking historic missionaries' and travelers' accounts and other older monographs not held in print at the Penn Libraries.



### (e). QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

Undergraduate instruction coordinated by CAS/DAS is enriched by Penn's reputation as one of the nation's leading research institutions. Internationally renowned scholars in SAS and the twelve highly ranked professional schools give CAS/DAS faculty and students access to an impressive variety of academic subjects for graduate and undergraduate study. Africanist graduate students receive world-class training through Penn's established doctoral programs, while undergraduates benefit from interaction with graduate students as teaching fellows, classmates in African language and upper level area courses, and participants at CAS activities.

**e.1. Disciplinary and cross-regional diversity of course offerings:** Over the past four years, cumulative enrollments in non-language courses within CAS/DAS have increased substantially (*Table e.1.*). This reflects the increasing numbers of professional students selecting international courses with African content—as well as the increasing numbers of such courses



now being offered in Penn's professional schools. Since 2014, there have been 27 majors and 86 minors in African Studies (*Table e.2.*). Students can enroll in a variety of courses with full or partial African content, at both the introductory and upper-division levels, taught by faculty with different regional and disciplinary expertise.

*Professional and pre-professional courses:* At Penn, students can pursue a number of

Table e.2.	Male		Female		Total	
	Minor	Major	Minor	Major	Minor	Major
2017-18	2	0	3	3	5	3
2016-17	7	3	14	6	21	9
2015-16	5	3	15	3	20	6
2014-15	2	1	14	4	16	5
2013-14	5	1	19	3	24	4
<b>Totals</b>	<b>21</b>	<b>8</b>	<b>65</b>	<b>19</b>	<b>86</b>	<b>27</b>

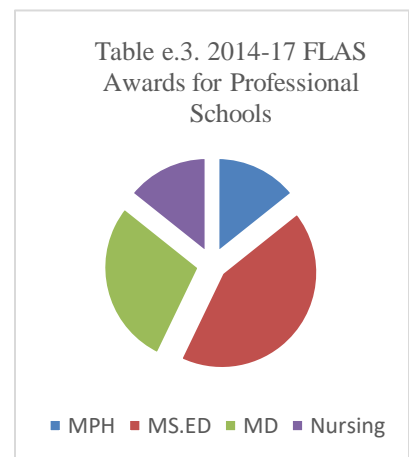
interdisciplinary majors, including Health and Societies; Biological Basis of Behavior; Politics, Philosophy, & Economics; Legal Studies; Urban Studies; Africana Studies; and International Relations. Africa-related courses count for all of these majors, some of which offer Africa concentrations (*see Table e.1*). These courses help meet the needs of our professional and pre-professional students for timely and relevant area-specific courses.

Courses with partial African content are regularly offered at both the graduate and undergraduate levels, e.g., the Wharton School offers global modular courses for MBA students which were launched as part of the curriculum redesign, as an innovative way to deliver global, experience-based learning. These interdisciplinary study courses take students to countries for high impact learning on topics including the emerging economies in Africa, specifically in Ethiopia and South Africa. Wharton also has joint degree programs with the School of Design, School of Engineering and Applied Science, the Law School, the Schools of Medicine and Nursing, and the School of Social Policy and Practice, as well as dual-degree programs with Johns Hopkins University's School of Advanced International Studies and Harvard University's Kennedy School of Government. During the past 4 years, the School of Social Policy and Practice has offered a course in international social work focused on Africa. At the Lauder Institute, students pursue a course of study in a Program of Concentration. Currently, the Institute offers six Programs of Concentration: Africa, Latin America, East and Southeast Asia, Europe, South Asia, the Middle East, and North Africa. During the 24-month Program, students study geographic, historical, social, political, economic, and cultural contexts in a variety of ways: during summer immersion, language study, Lauder Intercultural Ventures, and the Global Knowledge Lab. Instead of a traditional thesis, all Lauder students fulfill the research and writing requirement for their MA by completing team and individual projects known collectively as the

Global Knowledge Lab (GKL). The GKL provides students the opportunity to integrate subject knowledge with their language, managerial, and intercultural skills to develop practical and analytical projects drawing on cutting edge academic research. Among the African countries of the GKL are: Angola, Botswana, Ethiopia, Equatorial Guinea, Kenya, Liberia, Madagascar, Mozambique, Namibia, Rwanda, Senegal, South Africa, and Tanzania. In the School of Nursing, students enrolled in Community Nursing (NURS 380) during the summer term may submit an application to complete their Community Health clinical rotation in Gaborone, Botswana. This clinical setting provides an unparalleled dimension to the usual community clinical experience.

The Global Research Seminars (GRS) at the Law School are intensive research courses which include an overseas field research visit where students and faculty jointly meet with primary stakeholders on key topics in public and private international law. In Spring 2017 GRS conducted a course on: “Economic, Social, and Cultural Rights in Uganda.”

There is real opportunity and desire for Africa course enrichment in the professional schools, and professional school faculty frequently seek cultural input from African specialists. The availability of FLAS for students at the professional schools would encourage them to take more Africa-focused courses or courses with international content that incorporates Africa, and this may encourage faculty to add more African social and cultural content into existing courses.



area

**e.2. Specialized course offerings:** CAS/DAS have exceptional strengths in several sub-fields of African Studies that develop graduate and undergraduate courses spanning different regional and disciplinary clusters that include: 1) West Africa: history, religion, education,

anthropology, and the arts (Babou, Imoagene, Amponsah, Hasty, Mohr); 2) East and Northeast Africa: Islamic, history, folklore, political science, demography (Trout Powell, Sharkey, Ali-Dinar, Imoagene, Grossman, Cassanelli, and Zuberi); and 3) Southern Africa: with special strengths in politics, history language, music, literature, popular culture, education, business and social entrepreneurship (Barnard, Muller, Mbeje, Byala, Wagner, McKay, Thompson, and MacMillan). (*see section a.1*)

At Penn, the Teaching and Learning Services (TLR) team offers comprehensive instructional support, innovative spaces, and an array of services that promote digital fluencies and the creative use of technology. TLR workshops cover a range of software, including Infographics, Excel, Photoshop, ArcGIS, and much more.

Faculty associated with CAS/DAS use technology that ranges from Canvas, the online Learning Management System, to online summer courses through Penn's College of Liberal and Professional Studies (LPS), such as "Music of Africa" and "World Music and Cultures," which combine online teaching and travel abroad. CAS's website on African resources remains an indispensable online teaching resource for faculty and students at Penn and beyond, as well as nationally and internationally (with over 500,000 individual visitors per month), which also includes funded online resources on African Languages.

*e.3. Non-language faculty availability to teach African studies courses:* At Penn 39 non-language standing faculty offer courses cross-listed with CAS/DAS in traditional liberal arts disciplines and Penn's professional schools of Education, Law, Medicine, Nursing, Social Policy and Practice, and Business. There are 8-12 language instructors regularly teaching African languages, in addition to full-time faculty who teach other languages spoken in Africa: Portuguese, French, German, Italian, and Arabic. Not including faculty with African experience

in Penn Medicine, 17 additional faculty members at Penn are affiliated with CAS. Collaborative arrangements which CAS faculty have with African universities, government ministries, and NGOs also ensure a steady stream of African visitors who enrich the curriculum by offering seminars, workshops, performances, or semester-long courses.

*Instructional assistants (IAs):* All graduate and undergraduate teaching assistants (TAs) at Penn are provided with rigorous pedagogical training. Penn holds a mandatory orientation program for all TAs in SAS at the beginning of each academic year. In some departments, advanced graduate students teach their own classes, mentored by a faculty member who also teaches that course. Penn's Center for Teaching and Learning (CTL) plays a central role in providing graduate students with training and workshops in new pedagogies, technologies, and instructional innovation; staff of CTL regularly film and provide support for graduate students teaching fellows.

*e.4. Interdisciplinary course offerings:* Penn supports undergraduate programs that promote integrated, interdisciplinary approaches to the study of Africa (*see Table g.2 and Section e.1.*). Penn's School of Nursing offers a Multicultural/Global Health Care Minor, and the Wolf Humanities Center (formerly the Penn Humanities Forum) sponsors graduate and undergraduate programs that promote relationships between classic humanistic study and contemporary intellectual, artistic, and ethical currents in the wider public world. Postdoctoral fellows of CAS often teach Africa-focused courses.

Interdisciplinary training at the graduate level is institutionalized at Penn through "Graduate Groups" which cross departmental and school lines, and are formed by world region, theme (i.e., cognitive science), or sub-discipline (i.e., demography). Africanist faculty typically belong to two graduate groups. Graduate students in SAS can take a wide range of graduate

seminars across the School, so students in Music specializing in Africa can take classes from African religious practices to political economy and literature. Penn's Global Health Program brings together graduate students in medicine, nursing and the social sciences for workshops, research practicums, and African fieldwork. With University support, Africanist graduate students in all disciplines organize Penn's unique "Scholar for a Day" program which started in 1994 and brings a distinguished Africanist to Penn to discuss his/her past and present research in an interdisciplinary environment.

Penn has a long tradition of interdisciplinary teaching about the Islamic world through its departments of Near Eastern Languages and Culture (NELC), South Asia Regional Studies (SARS), and Religious Studies, with an undergraduate major in Arabic and Islamic studies. We have a growing strength in recent African immigrant research and teaching, pioneering a civic engagement undergraduate course on "The New African Diaspora: African Immigrant Lives in West Philadelphia" where students assist non-profits involved with easing the immigrant transition to the United States. We also have evolving expertise in North Africa and the Arab world. Students can take classes in history and politics of the region, Arabic language, and join the Arab music ensemble, all for credit. There is major faculty strength in Southern Africa, from literary and music studies, to language study, to population studies, to health and medicine, to social entrepreneurship and investment in the Wharton School.

## (f). QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

**f.1. African language instruction:** Penn's African Language Program (ALP) offers twelve

languages at different levels of

instruction: Chichewa, Igbo,

Malagasy, Maninka, Tigrinya, and

Wolof up to the third year level, and

Amharic, Swahili, Twi, Yoruba,

Sudanese Arabic, and Zulu up to the

superior (fourth year) level. All

language courses are offered for credit

Table f.1. Year 2017-2018 Language course enrollments			
Language and level of instruction		Language and level of instruction	
Amharic Elementary	6	Twi Elementary	1
Amharic Intermediate	7	Twi Intermediate	2
Amharic Advanced	2	Twi Advanced	4
Igbo Elementary	9	Yoruba Elementary	18
Igbo Intermediate	5	Yoruba Intermediate	8
		Yoruba Advanced	2
Tigrinya Elem.	4	Wolof Int.	2
Tigrinya Intr.	6	Chichewa Int.	1
Tigrinya Adv.	5		
Sudanese Arabic Adv.	1	Malagasy Elem.	63
Sudanese Arabic Sup.	1	Malagasy Inter.	60
		Malagasy Adv.	02
Swahili Elementary	17	Zulu Elementary	33
Swahili Intermediate	7	Zulu Intermediate	22
Swahili Advanced	9	Zulu Advanced	12
Total enrollments = 310			

by our language instructors (Appendix A). During the past 4 years Dr. Mbeje, the Director of

ALP, has organized and executed the Zulu immersion program in South Africa which is funded

by the Fulbright-Hays Group Project Abroad (GPA). For summer 2017 and 2018, 27 students

from 7 U.S. universities have participated in the national Zulu immersion program, which the

University has organized since 2005. The acquisition of African language proficiency requires a

year-round commitment. CAS realizes that immersion is key to acquiring higher levels of

proficiency in foreign languages and cultures and encourages students to apply for FLAS funds

and other funding sources, including Fulbright-Hays GPA programs, to study advanced levels of

their target languages.

*Enrollments in language courses:* Penn’s African language course enrollments have witnessed substantial growth at different levels of proficiency (*Table f.2*). Enrollment in African languages is open to all Penn students from different schools and departments within the University. FLAS recipients from professional schools are required to enroll in an African language course for the duration of the fellowship.

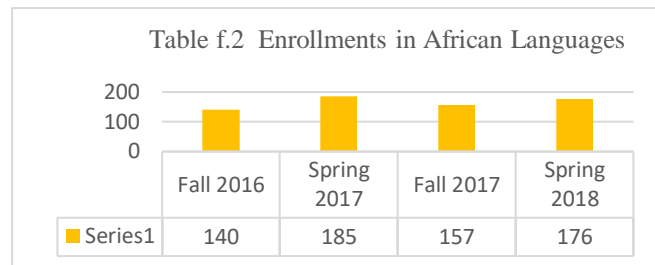
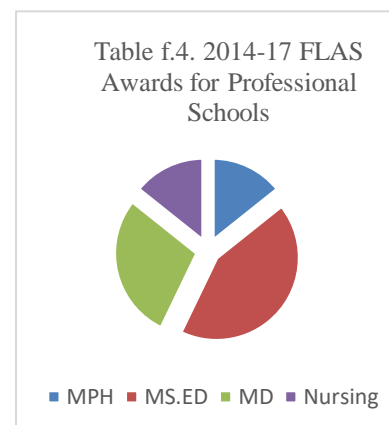


Table f.3.	Total Applicants	Non-Penn Applicants	Penn Awards		Non-Penn Awards		Professional Schools
			Grad	Ugrad	Grad	Ugrad	
AY 2014-2017	60	15	17	17	0	0	7
Summer 2014-17	48	18	8	11	2	0	0
<b>Total AY FLAS Awards</b>		<b>34</b>	<b>Total Summer FLAS Awards</b>				<b>21</b>

Penn is now fully supporting the salary of our Swahili Instructor, in addition to Dr. Mbeje who is a lecturer in the Department of Linguistics and the instructor of Zulu. Having FLAS fellowships for undergraduates has provided an added incentive for students in these programs and others in countries with Muslim populations to pursue language instruction at the intermediate and advanced levels. This has helped to meet CAS’s commitment to an area of critical national need. Many of our AY FLAS recipients are graduate students at Penn professional schools (*Table f.4*).

## f.2. Advanced language training:

Penn’s African Language Program (ALP) offers twelve languages all at elementary and intermediate levels. It offers Chichewa, Igbo, Malagasy,

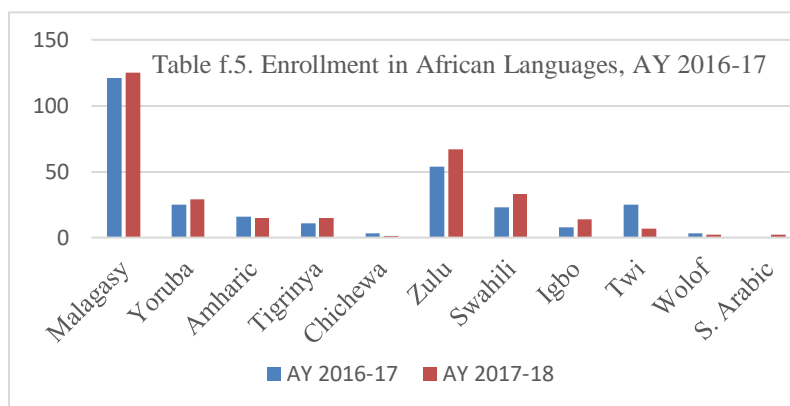




Maninka, Tigrinya and Wolof up to the third year level, and Amharic, Sudanese Arabic, Swahili, Twi, Yoruba, and Zulu up to the superior (fourth year) level.

CAS, in coordination with the Penn Language Center (PLC), offers periodic training for African language instructors in the areas of technology, assessment, and pedagogical practices. Penn’s School of Arts and Sciences (SAS) has a two-year language requirement for undergraduates, and for this, and based on federal directives, we have prioritized the use of FLAS funds for advanced

language study beyond the two-year requirement. We have a rigorous recruitment plan to advertise African languages through the



College’s pre-applications FLAS sessions, so undergraduates begin studying the languages earlier in their academic career and qualify for FLAS support in their junior year. We request FLAS funds to expand the number of students who study African languages at the advanced level.

### *Courses in African languages other than languages, linguistics, and literature:*

Due to constant demand for advanced training in reading and understanding Arabic texts for research purposes, Dr. Dinar has developed and teaches a regular course on “Reading Historical Arabic Manuscripts” which enrolls graduate students from different departments and world-regions whose research involves working with Arabic texts in print or handwritten forms.

Dr. Mbeje offers a course in “African Language and Culture” (AFST/AFRC 225) every year. Between 2014-2018 the course enrolled 127 students from various disciplines; many students used the course to satisfy an undergraduate *cross-cultural analysis* curriculum requirement. In

addition, the superior level courses (4<sup>th</sup> year), namely, Amharic Language and Culture, Swahili Language and Culture, Yoruba Language and Culture, and Zulu Language and Culture are taught.

<b>Table f.6.</b> <b>Mbeje</b>	Mshomba	Hailu	Zemichael	Nwadiora	Awoyale
Zulu, Xhosa, Ndebele, SeSwati	Swahili	Amharic, Tigrinya	Tigrinya, Amharic	Igbo, Yoruba	Yoruba, Hausa, Igbo
<b>Zulu</b>	<b>Swahili</b>	<b>Amharic</b>	<b>Tigrinya</b>	<b>Igbo</b>	<b>Yoruba</b>
Monda	Ibrahima	Winterton	Aldos	Dinar	Magaya
Zulu, Xhosa, Ndebele, SeSwati	Bmbara, NKO	Malagasy	Malagasy	Arabic	Zulu, Shona, Ndebele
<b>Chichewa</b>	<b>Maninke</b>	<b>Malagasy</b>	<b>Malagasy</b>	<b>Sudanese Arabic</b>	<b>Zulu</b>

**f.3. African language faculty at Penn:** Six of our language instructors at Penn hold Ph.D.s with specializations in relevant fields including Second Language Acquisition, Literature, Linguistics, Education, and Folklore. Dr. Mbeje and Dr. Winterton (MD), each have developed a text book for the teaching of Zulu and Malagasy, respectively. For Malagasy, Amharic, and Zulu we have more than one language instructor per Academic Year. Apart from Maninka, Chichewa, and Malagasy which were introduced this past cycle, our language instructors have been teaching for at least 5 years and many are speakers of more than one African language (*Table f.6.*).

In addition to the language instructors, CAS is the host for five African language teachers who came to Penn through the Fulbright

Foreign Language Teachers Assistant (FLTA)

Program. As part of the Fulbright Foreign

Student Program, the Fulbright FLTA

Program is designed to develop Americans' knowledge of foreign cultures and languages by

supporting teaching assistantships in over 30 languages at hundreds of U.S. institutions of higher

**Table e.5: Fulbright African FLTA**

	Swahili	Yoruba	Zulu
2015-16	1	0	0
2016-17	1	0	0
2017-18	1	1	0
2018-19	0	1	1

education. The program offers educators from over 50 countries the opportunity to develop their professional skills and gain first-hand knowledge of the U.S., its culture and its people.

*Training and expertise in performance-based language pedagogy:* CAS, in coordination with the Penn Language Center (PLC), holds annual training workshops on foreign language pedagogy and methodology targeted for its language faculty and organized by Dr. Mbeje, the Director of the African Languages Program. The workshops cover topics ranging from online curriculum design, current trends in foreign language pedagogy, task-based instructions, assessment, goals of the National Standards for Foreign Language pedagogy (also known as the 5Cs), and proficiency testing using the American Council for Teachers of Foreign Languages (ACTFL) and Inter-agency Language Roundtable (ILR) scales. Dr. Mbeje is also an FBI Contract Tester and the first certified Interagency Language Roundtable Tester in Zulu.

The African language faculty also participate in various PLC organized training workshops for Penn's Less Commonly-Taught Languages (LCTL) instructors including regular weekly workshops on the use of instructional technology and a certificate program, emphasizing the use of technology to engage students and enhance learning outcomes. Language instructors receive CAS support to attend professional development workshops at the African Language Teachers' Association (ALTA), the National Council of LCTLs (NCOLCTL), ACTFL, and the Joint National Council for Languages (JNCL) conferences. Penn is also a founding member of the Northeast Regional Consortium for Programs in African Languages (NERCPAL).

*Performance-based Language Instruction at Penn:* All Penn African language faculty have attended the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) workshops organized by both the CAS and PLC. Mbeje co-authored the National Standards for Zulu. African language instructors are also required to attend regular

workshops organized by PLC on pedagogy and the use of technology for LCTL. PLC encourages dynamic and diversified language education with an emphasis on multilingual and transcultural competence that in turn imbue both the curriculum and the research effort of the academic community. CAS's annual African Language and Culture Day provides an opportunity for language students to perform skits and songs and conversations in their target languages to share the linguistic and cultural information they acquire in the classroom. This annual event routinely draws over 100 students, faculty, and staff.

**f.4. Adequacy of resources for language teaching and practice:** Dr. Mbeje and Dr. Winterton of Penn have developed two text books for the study of Zulu and Malagasy, respectively. The University pays for all instructional materials requested by the language instructors. The Penn Libraries have printed and digital materials in all African languages that are offered. The Libraries have an expansive collection of films and other digital materials available to students and instructors of African languages. PLC funds and provides tutors for classes that require more time for practice in addition to the regular course time. Penn web-based curriculum innovation and resources on African languages are distributed via CAS's website on Africa. The PLC is a pioneer in distance-learning technology for Less Commonly Taught Language (LCTLs), and Penn's Linguistic Data Consortium (LDC) conducts research on computer recognition and interpretation of spoken and written languages. LDC Director Mark Lieberman contributes actively to the development of pedagogical African language materials. LDC's work on West African languages is principally conducted by Dr. Yiwola Awoyale who teaches Yoruba at Penn, and Dr. Moussa Bamba. Their research focuses on Yoruba and Manding languages, respectively. Dr. Mbeje has supervised the development of web-based multimedia materials in various African languages offered at Penn. She oversaw development of online

situational vocabulary materials for Hausa, Shona, Twi, Wolof, Amharic, Swahili, and Zulu. She also developed materials for Zulu with Professor Sanneh (Yale) and will continue supervising the development of African languages online during summers. Dr. Winterton, who teaches Malagasy, is quite influential in the Medical School's recent project in Madagascar to expand medical care facilities there, beginning with a major academic medical center in the capital and then extending to other hospitals in the country. CAS and PLC will collaborate with Penn's Medical School to develop content-based materials in Setswana and Malagasy for medical students and residents involved in research in Botswana and Madagascar.

***Language proficiency requirements:*** The language curriculum places a strong emphasis on communicative competency. Students at all levels are assessed through communicative, proficiency-oriented tests, projects, and examinations. Students' receptive (reading and listening) and productive (speaking and writing) skills and cultural knowledge are regularly assessed in the classroom using both traditional tools and advanced technology.

The curriculum is spiraled across levels, so the students' proficiency levels by the end of their second year of language study are expected to be as follows on the ACTFL scale:

<b>Table f.5. ACTFL Proficiency Scale</b>				
ACTFL Scale	Elementary level	Intermediate level	Advanced level	Superior level
Ceiling	(intermediate-low)	(advanced-low)	(superior-low)	(superior-high)
Floor	(elementary-high)	(intermediate-high)	(advanced-high)	(superior-mid)

The ACTFL Scale is primarily designed for oral proficiency exams. Curriculum content and methodologies are also designed to reflect the Five Goals of the National Standards (known as the 5Cs). Penn joined other Africa NRCs to support a training workshop at the National African Language Resource Center (NALRC) on Standards Based Measurement of Proficiency (STAMP) designed to assess all four language skills, including cultural and contextual knowledge. Mbeje has also given workshops to language instructors on the Interagency

Language Roundtable (ILR), which is the basis of the FLAS pre- and post- program evaluations that our teachers conduct for FLAS awardees.

## **(g) QUALITY OF CURRICULUM DESIGN**

### **G.1. Incorporation of African Studies offerings in Baccalaureate degree programs:**

Penn undergraduates can now choose an Africana Studies major or minor with a concentration on Africa, or an Africa concentration within one of several other interdisciplinary programs (*Table g.1*). From 2014-18, there were 27 African Studies majors (19 female, 8 male), and 86 minors (65 female, 21 male).

The Africana Studies major is designed to provide students with an integrated understanding and appreciation for the

Table g.1. African studies Majors & Minors			
2014-18	total	female	male
major	27	19	8
minor	86	65	21

African, African American, Caribbean, and other African diaspora experiences in their diverse dimensions. Courses in the major provide students with a broad, interdisciplinary understanding of the field, as well as the opportunity for regional and/or disciplinary concentrations. Students are encouraged to pursue Study Abroad to enhance their understanding of African and other African diasporic experiences. Students who excel in the major are encouraged to pursue Honors in their senior year.

Two prestigious Penn programs that offer a B.A. with a required concentration in area studies are the Huntsman International Studies and Business Program and the International Relations Program. The Health and Societies Program offers an African Health concentration, and the International Development minor in Political Science also requires an area concentration.

The College of Arts and Sciences General Education Curriculum has two components: Sectors and Foundational Approaches. Within those two components there are at least a dozen

Africa-focused non-language courses that fulfill: 1) the “cross-cultural analysis” or “cultural diversity in the US” foundational approaches; and 2) the Arts and Letters, Society, or Humanities and Social Sciences sector requirements. Finally, African languages may be used to satisfy Penn’s two-year language requirement. (See Table g.2.)

*Appropriateness of requirements for undergraduate study:* At Penn, the concentration of African Studies major and minor requirements are consistent with similar programs across the curriculum. Both require an “Introduction to African Studies” designed to expose students to the breadth of Africanist scholarship. The two-year SAS language requirement allows many students to choose one of the 12 African languages we offer on a regular basis to fulfil this requirements.

<b>Table g.2. Types of African Certifications and Requirements</b>
<b>BA Major in Africana Studies (African Studies Concentration)</b> (12 c.u.): 2 c.u. “Introduction to Africa”, “Introduction to Africana Studies”; 4 c.u. Category requirements (humanities, social sciences, methodology, research); 4 c.u. Africa-focused courses; 1 c.u. Elective course; 1 c.u. (faculty supervised senior thesis)
<b>BA Minor in Africana Studies (African Studies Concentration)</b> 6 c.u. Africa content coursework (including “Introduction to Africa,” choice of humanities or social science track)
<b>BA Major in International Studies and Business (IS&amp;B), with Africa concentration</b> 3 c.u. Africa content coursework; 3 c.u. international business coursework; 3 c.u. international studies coursework; 1 c.u. senior research project; 4 c.u. advanced language
<b>BA Major in International Relations (IR), with Africa concentration</b> 5 c.u. core coursework; 4 c.u. electives; 3 c.u. Africa content coursework
<b>BA International Development minor</b> 6 c.u. that include "African Politics"
<b>BA Major in Health and Societies, with African Health concentration</b> 4 c.u. African Language; 6 c.u. Africa content coursework (including African Medicine seminar)
<b>Fulfillment of 2-Year SAS Language Requirement With African Languages (4 c.u.)</b>
<b>Fulfillment of College General Education Requirements focused on Africa related knowledge</b> (1 c.u. each for cross cultural analysis; cultural diversity in the US; Arts and Letters/Society/Humanities and Social Sciences foundational/sector requirements)

This past cycle, CAS used undergraduate FLAS fellowships to encourage students to continue with advanced-level African language instruction, either at Penn, within the continental U.S.A., or in an approved on-site program in Africa (*see Section h*).

Students from across the University may enroll in any CAS course to satisfy Africa-content course requirements (*see Section e.1.*). At present, all intermediate- and advanced-level African language courses are taught by CAS language instructors. CAS runs an annual best undergraduate student essay competition in the Humanities and the Social Sciences as well as a prize award for the best dissertation in African Studies to recognize excellence in the field.

**G.2. Curriculum training opportunities for graduate students from different fields and professional schools:** Based on a Penn Libraries (PL) database search, between 2014-17, 55 Africa-related dissertations were completed by students in 26 disciplines from the Graduate School of Arts and Sciences, Wharton, GSE, School of Social Policy & Practice, School of Design (formerly Fine Arts), the Annenberg School for Communication, and others. Graduate students concentrating on Africa must matriculate in a traditional department and fulfill its degree requirements. Students pursuing M.A.s or Ph.D.s (including those in professional schools) may also earn a Certificate in Africana Studies. The Graduate Certificate Program in Africana Studies draws on Department faculty as well as other faculty from departments in the School of Arts and Sciences and other schools of the University.

At Penn's professional schools, there is increased engagement with Africa, and the African Studies curriculum has evolved to reflect these needs for cultural and area-specific courses. The School of Engineering and Applied Science (SEAS) has two active training programs in Africa: The Rwanda Gashora Program and The Appropriate Point of Care Diagnostics (APOC) course. The Rwanda Gashora Program explores the use of solar energy and information communication technology in low-resource communities in developing countries. The course provides students with an opportunity to understand the challenges around technology use and energy production in these settings and requires travel to Rwanda for two weeks in the summer



to conduct field work. The Appropriate Point of Care Diagnostics (APOC) course is open to Penn Engineering junior, senior, and graduate students involves travel to Ghana (Kumasi Center for Collaborative Research in Tropical Medicine) for one month. The Wharton School of Business offered three Global Modular Courses in 2017-18 in Ethiopia, Rwanda, and South Africa, which covered a variety of business-related issues. The Wharton International Volunteer Program (WIVP) provides an organized platform for students to travel abroad and apply their business skills to promote economic development and improved quality of life in developing countries. For the past four years, Penn's School of Nursing has been involved with the Afya Bora Consortium—a partnership with universities in Botswana, Uganda, Tanzania, Kenya, and Cameroon formed to provide future global health leaders with practical skills that are currently not part of traditional training in the health professions. The School of Medicine has projects in 14 African countries, the largest being the Penn-Botswana partnership, which began in 2001 and shares Penn expertise with Botswana to build capacity and excellence in clinical care, education, and research. Penn currently employs approximately 120 full-time staff in country. These courses and projects provide a model for CAS collaboration with Penn's professional schools.

At the Masters level, the Lauder Program, which offers Masters degrees in two Penn Schools (Law and Wharton or SAS and Wharton) currently offers a two-year M.B.A./M.A. in Management and International Studies, providing Arabic, Portuguese, and French-language concentrations for students with interests in Africa. The 8-week summer immersion program is divided into two segments: 3 weeks for the Regional Component, and 5 weeks for the Language Component. In 2017, Nairobi, Kenya; Lagos, Nigeria; and Cape Town and Johannesburg, South Africa were chosen for the Regional Component; while Dakar, Senegal and Abidjan, Ivory Coast were chosen for the Language Component. Between 2014-18 Penn's Lauder Institute has sent

students to Angola, Botswana, Egypt, Equatorial Guinea, Ethiopia, Kenya, Madagascar, Mozambique, Namibia, Rwanda, Senegal, South Africa, and Tanzania. The Institute has had two Africanist postdoctoral students, and the Lauder Culture Quest, an intensive field experience, has taken students to Cape Town, South Africa; Dar es-Salam, Tanzania; and Rabat, Morocco.

Other interdisciplinary options for professional students can be found in Demography, where in the past dozens of Ph.D. candidates have worked in Africa resulting in the founding of the African Census Analysis Project (ACAP), the world's largest repository of integrated African micro census data; in Wharton's Entrepreneurial Program headed James Thompson and previously by South African professor Ian MacMillan; and in the School of Liberal and Professional Studies (LPS), which targets returning professional and continuing education students and offers an African Studies concentration or certificate in its multidisciplinary Masters of Liberal Arts curriculum.

*Appropriateness of requirements for graduate work in African Studies:* All graduate students seeking an Africana Studies Certificate, with an Africa concentration must enroll in a team taught, interdisciplinary graduate seminar (AFST 701) which is linked to a spring lecture series. The availability of African languages—12 taught regularly and others on request with support from the Penn Language Center—enables graduate students to satisfy language requirements while preparing for field research on the continent.

**G.2. Advising:** At Penn, undergraduate majors and minors in Africana Studies work individually with faculty advisers who track student progress and performance and are available five days a week to provide academic and career counseling. Faculty associated with DAS serve as academic advisors for majors, minors, and certificate candidates and supervises the Senior Thesis seminar required of all majors. Every student at Penn is assigned a College advisor who

works closely with CAS/DAS, especially for study-abroad accreditation. Graduate students are advised by committees of faculty in their home departments or graduate groups. CAS/DAS maintain comprehensive job and internship data and offer on-line course and job information through their website and its electronic newsletter, and by supporting student campus activities. Penn Career Services is another tool that aids students with work opportunities and also organizes regular job fairs.

**G.3. Research and/or study abroad:** Penn leads Ivy League institutions in the percentage of students who study abroad. In 2015-16, 2,549 students studied abroad, as stated in the most recent data from the Institute of International Education. Between 2014-2017, Penn Abroad sent over 70 interns to Africa through its Global Internship Program. Penn has more than 200 partnerships with international organizations and institutions, including 10 international agreements with African institutions in Botswana, Egypt, Ghana, Kenya, Senegal, and South Africa. CAS students who study in Africa complete an independent research project based on data collected in the field, and African Studies majors write a 25-50 page senior thesis as a requirement for the major. Between 2017-18, Penn's Center for Undergraduate Research and Fellowships (CURF) funded thirteen student research projects in Africa. Other support for student research comes from the Summer Undergraduate Minority Research (SUMR) Program in Health Services, the Minority International Research Training (MIRT) Program, Penn Medicine, and the Lauder Institute.

CAS supports six study-abroad programs (South Africa, Senegal, Botswana, Tanzania, Cameroon, and Ghana) open to all Penn undergraduates for semester or academic year of study. Penn Global Seminars (PGS) combine intensive semester-long study with a short-term travel component that deepens students' understanding of concepts discussed in the classroom, and take

place in South Africa, Uganda, Ghana, Morocco and Zanzibar, and Rwanda. For the past 4 years, Dr. Mbje has received funding from Fulbright for Group Study Abroad for the study of Zulu in South Africa. This is a national program, with many Penn student participants.

Africa is a desired destination for Penn students. In the summer of 2013, 28 interns were funded by the Provost's office for student work in Botswana, Benin, Gambia, and Ghana. This summer 2018, student engagement is even more widespread: 25 interns are in the above-mentioned countries in addition to Guinea and Rwanda. The School of Engineering and Applied Science (SEAS) regularly has two undergraduate programs in Ghana and Rwanda, and students participating in Wharton's Global Consulting Practicum have projects in Botswana, Ghana, Kenya, Nigeria, South Africa, and Uganda. Penn requires orientation sessions for all students going overseas, and CAS in conjunction with the Office of Study Abroad, organizes informational sessions that include country-specific background materials and a discussion of research methods, among other topics.

*Access to other study abroad programs:* Penn belongs to the National Consortium for Study in Africa run by Michigan State University, and Penn holds an annual "Study Abroad Fair" with representatives from the University and other accredited programs. Penn students may also petition to participate in academically-rigorous non-Penn programs with faculty approval.

## **(h). FLAS AWARDEES SELECTION PROCEDURES**

**h.1. Advertising the Awards:** CAS, in collaboration with other Penn FLAS/NRCs, will advertise the FLAS program throughout Penn's campus and nationally to prospective applicants, using its website and listserv. The current website for FLAS ([www.sas.upenn.edu/flas](http://www.sas.upenn.edu/flas)) has information on all issues related to FLAS applications which are completed online using the

“Interfolio” system, and accessible nationwide. CAS’s website and Facebook page will provide additional exposure for the program. Program materials will be available at student orientations, Open Houses, Information Session, and Priority Registration events. Penn’s Offices of Admissions and Financial Aid will refer students that may qualify. Program staff will conduct informational sessions for interested students.

**h.2. Selection Process Timeline.** CAS will start advertising FLAS opportunities in December. Information sessions will take place in January and February, with a March 15 deadline. Since all FLAS applications are completed online, we will send email reminders to students. In March, the FLAS Review Committee will be formed to include 3 faculty members, the FLAS Coordinator, and the Director of the African Language Program (ALP). March 16-28: The Selection Committee will review the Summer FLAS online applications, rank them, and set a date for a face-to-face or phone conference meeting, and results will be announced on April 15. The AY FLAS applications will be reviewed and ranked by the Committee between April 16-30. The FLAS list, will be sent to the Student Financial Services for ranking according to the financial need of the applicants. The Committee will meet to discuss the ranking, and the final results will be announced by May 15. CAS will not refuse applicants based on gender, race, national origin, color, disability, or age in accordance with the U.S. Department of Education’s GEPA guidelines.

**h.3. Awarding FLAS according to Announced Priorities:** FLAS recipients must meet the requirement of citizenship or permanent residency status, major, good academic achievement, and documentation of financial need if the student wants to be considered under this category. The FLAS application form will include demographic information, educational goals, and reasons for studying an African language. In addition, students will be required to

complete the Free Application for Federal Student Aid (FAFSA) form to assess their financial need. All students who wish to be considered for FLAS awards, academic year and summer, undergraduate and graduate, will need to submit a FAFSA Form to Penn. Applications without a completed FAFSA will not be considered for financial need by CAS.

**h.4. Student Applications:** Interested students are required to submit the following documents online at the FLAS website: 1) the *FLAS Application Form*; 2) CV and academic transcripts indicating language and African studies focus and performance; 3) 2 letters of recommendation; 4) an essay on the relevance of language training to academic and career goals; and 5) Federal Student Aid Form (FAFSA) to be eligible for a FLAS award.

**h.5. Who Selects the Fellows:** Awards are made by a Faculty FLAS Selection Committee comprised of Africanist standing faculty members, CAS's FLAS Coordinator, and the Director of the African Language Program (ALP). Committee members review the online applications, rank candidates and meet to finalize selections. Dr. Ali Dinar administers the FLAS program and serves as the coordinator and *ex officio* member of the committee.

**h.6. Selection Criteria:** All graduate and undergraduate students are eligible to apply. The selection criteria used are: 1) high quality academic performance (GPA scores, transcripts and support letters); 2) strong commitment to African language and area studies (transcript, support letters, and a statement of purpose essay); 3) intention to continue the language up to the advanced level; 4) availability of resources for the requested language (for new applicants); 5) evidence of good performance, sustained interest, and commitment (for current fellows); and 6) after meeting all these requirements, the preference for the award will be for students with financial need. FLAS fellowships are strictly awarded to U.S. citizens or permanent residents without native-speaker or near-native competency in the target language.

### **(i). FLAS COMPETITIVE PRIORITIES**

**FLAS CP No 1: Preference for students who demonstrate financial need.** Eligible FLAS applicants will be ranked according to their academic merit, but awards will be based on student financial need. A FLAS application form, which includes demographic information, educational goals, and reasons for choosing an African Studies major, will be available online as part of the information packet described in the recruitment plan and will be available on the FLAS website. In addition, students will be required to complete the Free Application for Federal Student Aid (FAFSA) form, in order to determine their financial need.

**FLAS CP No 2: Academic Year FLAS fellowships.** All of the 12 African languages offered at CAS are listed as priority languages in the U.S. Department of Education's list of LCTLs; 100% of the academic year FLAS fellowships will be awarded for the study of these languages of national interest. All the 12 languages offered by CAS are Sub-Saharan African languages.

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment



## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

### **Type of Application (check all that apply)**

- ☐ Comprehensive National Resource Center
- ☐ Undergraduate National Resource Center
- ☒ Foreign Language and Area Studies Fellowships

### **Federal Funds Requested**

#### NRC Request

Year 1: \_\_\_\_\_ Year 2: \_\_\_\_\_ Year 3: \_\_\_\_\_ Year 4: \_\_\_\_\_

#### FLAS Request

Year 1: \$232,500 Year 2: \$232,500 Year 3: \$232,500 Year 4: \$232,500

### **Type of Applicant**

☒ Single institution The Trustees of the University of Pennsylvania – Center For Africana Studies

☐ Consortium of institutions

☐ Lead \_\_\_\_\_

☐ Partner 1 \_\_\_\_\_

☐ Partner 2 \_\_\_\_\_

☐ Partner 3 \_\_\_\_\_

### **NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> AFRICA               | <input type="checkbox"/> MIDDLE EAST                     |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA              | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                          | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL                   | <input type="checkbox"/> SOUTHEAST ASIA                  |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Swahili, Twi, Igbo, Yoruba, Tigrinya, Wolof, Chichewa, Sudanese Arabic, Malagasy, Amharic, Zulu

---

## Acronym Guide: Frequently Used Abbreviations

<b>AASP</b>	Association of African Studies Programs
<b>ACTFL</b>	American Council for Teachers of Foreign Languages
<b>ALA</b>	African Librarian Association
<b>ALP</b>	African Language Program
<b>ALTA</b>	African Language Teachers' Association
<b>ASA</b>	African Studies Association
<b>CAS</b>	University of Pennsylvania Center for Africana Studies
<b>DAS</b>	University of Pennsylvania Department of Africana Studies
<b>ILR</b>	Inter-agency Language Roundtable
<b>LCTL</b>	Less-Commonly Taught Languages
<b>LDC</b>	Linguistics Data Consortium
<b>NERCPAL</b>	North-East Regional Consortium for Programs in African Languages
<b>OIP</b>	Office of International Programs
<b>PL</b>	University of Pennsylvania Libraries
<b>Penn</b>	University of Pennsylvania
<b>PLC</b>	Penn Language Center
<b>SAS</b>	School of Arts and Science
<b>SEAS</b>	School of Engineering & Applied Sciences

***Diverse Perspectives in Funded Activities.*** Provide an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

The scheduled activities during the grant period are targeted for university students, faculty, and other designated constituencies. Throughout the programming of events, whether in classrooms or at other designated forums, the Center for Africana Studies (CAS) is committed to the presentation and the discussion of diverse points of view. As an educational entity, CAS adheres not only to the belief that everyone is entitled to his/her own views but also to the principle that learning requires opportunities for the free expression and discussion of diverse views. CAS will continue to provide equal opportunity for all ideas to be discussed, debated, and challenged.

CAS believes that diverse points of view do not merely come from instructors and invited presenters, but also from their audiences. For this reason, all CAS-sponsored conferences, workshops, and forums build in ample time for audience response. CAS insists that moderators for all of its sponsored events not only respect the different viewpoints of the panelists and audiences, but also encourage all participants to freely express them. CAS sees its mission not only to inform its audiences about diverse perspectives, but to actively promote individual respect for divergent views even where one may not agree with them.

All CAS events covered by this grant are advertised to all members of the University community and beyond regardless of religious, political, or ideological outlook. All CAS-sponsored events note the similarities and differences in outlooks, and are geared to promote deeper understanding of Africa and other world regions.

### ***Government Service in areas of National Need***

The Center for Africana Studies (CAS) encourages students with specialization in African languages to make use of these languages in areas of their employment whether in private, public, or government sectors. The University of Pennsylvania, and through its office of Careers Services, organizes an annual regular Policy & Government Career Fair. The Policy and Government Career Fair is open to graduate and undergraduate students who are served through the Career Services office at the University of Pennsylvania. The fair is an excellent way for government agencies and contractors, policy and political organizations, and think tanks to connect with Penn students including those training in African languages and area studies. In its pursue of promoting jobs in government, the University of Pennsylvania's Career Service manages a website on: "Careers in the Federal Government" where several state and federal government entities have participated.

Of the federal list of priority languages, CAS provides instruction in 9 African languages on regular basis: Twi, Amharic, Sudanese Arabic, Igbo, Swahili, Tigrinya, Wolof, Yoruba, and Zulu. Penn African language offering are also embedded within the national need for other federal agencies such as: (1) U.S. Agency for International Development (Amharic, Igbo, Swahili, Yoruba), (2) U.S. Department of Defense (Arabic, Amharic, Swahili), (3) U.S. Department of Energy (Arabic, Swahili), (4) U.S. Department of State (Arabic), (5) Peace Corps (Amharic, Wolof, Twi, Malagasy, Chichewa, Wolof, Zulu).

**APPENDIX A**  
**Curriculum Vitae, Faculty, Language Instructors, and Administration,**  
**Center for Africana Studies**

**Table of Contents**

**Note:** Faculty by department and discipline with current rank, tenure status (T = Tenured; TT = Tenure Track; SL = Senior Lecturer (renewable tenure); L = Lecturer (renewable tenure); A = Adjunct Faculty (renewable tenure); LFL = Lecturer in Foreign Language, and percent of time committed to Africa subject matter. (\*Indicates individuals with dual departmental or school appointments.) Faculty are based in the School of Arts and Sciences unless otherwise noted.

<b>I.     <u>Core Faculty</u></b>	<b><u>Page</u></b>
 <i><b>Africana Studies</b></i>	
Ali-Dinar, Ali, Senior Lecturer (SL) 100%	32, 39
Amponsah, David, Assistant Professor (TT) 100%	5
Hanchard, Michael, Professor (T) 35%	14
Mbeje, Audrey, Lecturer (L) 100%	42
Mshomba, Elaine, Lecturer (L) 100%	39
 <i><b>Anthropology</b></i>	
Mohr, Adam, Senior Lecturer (SL) 80%	20
Monge, Janet, Adjunct Professor (A) 50%	20
*Schurr, Theodore, Professor (T) 25%	23
*Thomas, Deborah, Professor (T) 25%	26
 <i><b>Biology</b></i>	
*Sarah Tishkoff, Professor (T) 50% (Joint appointment in School of Medicine)	27
 <i><b>Business, Wharton School of</b></i>	
Hoek-Smitt, Marja, Adjunct Professor (A) 25%	15
MacMillan, Ian, Professor (T) 25%	19
Thompson, James, Adjunct Associate Professor (A) 25%	26
 <i><b>Communication, Annenberg School of</b></i>	
*Jackson, John L., Professor (T) 25%	16
*Jemmott III, John B., Professor (T) 25%	17
 <i><b>Education, School of</b></i>	
Strong, Krystal, Assistant Professor (TT) 75%	25
Wagner, Daniel, Professor (T) 75%	28
 <i><b>English</b></i>	
*Barnard, Rita, Professor (T) 70%	6
Woubshet, Dagmawi, Associate Professor (T) 50%	30

***History***

Babou, Cheikh, Associate Professor (T) 100%	5
Byala, Sara, Senior Lecturer (U) 100%	8
Cassanelli, Lee, Associate Professor (T) 100%	8
*Trout-Powell, Eve, Professor (T) 75%	27

***History and Sociology of Science***

McKay, Ramah, Assistant Professor (TT) 100%	19
---	----

***Law, School of***

Burke-White, William, Professor (T) 35%	7
---	---

***Linguistics***

*Liberman, Mark, Professor (T) 25%	18
------------------------------------	----

***Medicine, School of***

Bisson, Gregory, Associate Professor (T) 50%	7
--	---

***Music***

Muller, Carol-Ann, Professor (T) 75%	21
--------------------------------------	----

***Near Eastern Languages & Civilization***

Sharkey, Heather, Professor (T) 75%	23
Silverman, David, Professor (T), 100%	25
Wegner, Josef, Associate Professor (T), 50%	29

***Nursing, School of***

Compher, Charlene, Professor (T) 25%	10
--------------------------------------	----

***Political Science***

Grossman, Guy, Associate Professor (T) 100%	13
Vitalis, Robert, Professor (T) 35%	28

***Sociology and Demography***

Fetni, Hocine, Lecturer (A) 100%	12
Imoagene, Onoso, Associate Professor, (T) 100%	16
Kohler, Hans-Peter, Professor (T) 50%	17
Zuberi, Tukufu, Professor, (T) 100%	30

***Urban Studies***

Lamas, Andrew, Professor (T) 35%	18
----------------------------------	----

<b>II.     <u>Affiliated Faculty</u></b>	<b><u>Page</u></b>
<b><i>Biology</i></b>	
Cheyney, Dorothy, Professor (T)	9
<b><i>Business, Wharton School of</i></b>	
Gatignon, Aline (TT)	12
*Schofield, Heather, Assistant Professor (TT)	22
<b><i>Economics</i></b>	
Behrman, Jere, Professor (T)	6
<b><i>Education, School of</i></b>	
Eynon, Diane E. (T)	11
Ghaffar-Kucher, Amenam, Senior Lecturer (SL)	13
Hornberger, Nancy E. (T)	15
Wolf, Sharon, Assistant Professor (TT)	29
<b><i>Medicine, School of</i></b>	
Darge, Kassa, Professor (T)	10
Grover, Surbhi, Assistant Professor (T)	14
Sheth, Neil Perry, Professor (T)	24
<b><i>Political Science</i></b>	
O’Leary, Brendan (T)	21
<b><i>Social Policy and Practice, School of</i></b>	
Cnaan, Ram A., Professor (T)	9
Estes, Richard, Professlr (T)	11
Ruger, Jennifer Prah, Professor (T)	22
Shown, Anastasia, Lecturer (L)	24
<b>III.     <u>Language Instructors</u></b>	<b><u>Page</u></b>
<b><i>Amharic</i></b>	
Hailu, Yohannes (LFL) 100%	36
<b><i>Chichewa</i></b>	
Mwaya, Monda (LFL) 100%	36
<b><i>Igbo</i></b>	
Nwadiora, Chika (LFL) 100%	37
<b><i>Malagasy</i></b>	
Aldous, Travis (LFL) 100%	37
Winterton, Matthew (LFL) 100%	38

<b><i>Maninka</i></b>	
Traore, Ibrahima (LFL) 100%	38
<b><i>Sudanese Arabic</i></b>	
Ali-Dinar, Ali (LFL) 100%	32, 39
<b><i>Swahili</i></b>	
Mshomba, Elaine (LFL) 100%	39
<b><i>Tigrinya</i></b>	
Zemichael, Ermias (LFL) 100%	40
<b><i>Twi</i></b>	
Ofosu-Donkoh, Kobina (LFL) 100%	40
<b><i>Wolof</i></b>	
Thioune, Mbacke (LFL) 100%	41
<b><i>Yiwola</i></b>	
Awoyale, Yiwola (LFL) 100%	41
<b><i>Zulu</i></b>	
Magaya, Lindiwe (LFL) 100%	42
Mbeje, Audrey (LFL) 100%	42

<b>IV.     <u>Administration – Center for Africana Studies</u></b>	<b><u>Page</u></b>
*Charles, Camille Z., Director 50%	31
Ali-Dinar, Ali B, FLAS Coordinator; Senior Lecturer, Department of Africana Studies, 100%	32, 39
Garrison, Gale, Associate Director, 50%	32
Mbeje, Audrey, Director of African Languages, 100%	33
Davis, Carol, Assistant to the Chair, Department of Africana Studies	33
Thompson, Shantala, Program Coordinator, 30%	34
Fields, Sean, Communications Coordinator, 30%	34
Campbell, Teya, Administrative Coordinator, 30%	35

<b>V.     <u>Library</u></b>	<b><u>Page</u></b>
Olson, Lauris, Librarian & Coordinator of Social Sciences Collections; Africa Specialist, University Libraries, 50%	43



### Core Faculty

#### **Amponsah, David**

Assistant Professor of Africana Studies

**Appointed:** 2018 (effective July 1)  
**Education:** PhD (2015), AM (2011) Harvard University; MA (2008) Indiana University; BA (2004) University of Ghana  
**Overseas experience:** Ghana, West Africa  
**Languages:** French, Twi, Fante, Ga  
**Africa-related courses (4):** African Religious History, Africa and India, African Popular Culture  
**Research and training:** African Religious History  
**Recent publications (2):**  
n.d. "Governance, Statecraft and the Paradox of Independent Shrines in Colonial Ghana, 1876-1945" (revise and resubmit at *International Journal of African Historical Studies*)  
2016 Adinkrah Mensah, "Witchcraft, Witches, and Violence in Ghana," *International Journal of African Historical Studies*, 49:1  
**Supervised:** 2 MA, 1 Undergraduate McNair Scholar (University of Missouri)

#### **Babou, Cheikh**

Associate Professor of African History

**Appointed:** 2002  
**Education:** PhD (2002) Michigan State University; MA (1991) University Cheikh Anta Diop of Dakar  
**Overseas experience:** Senegal  
**Languages:** French, Wolof, Arabic  
**Africa-related courses (8):** Africa Before 1800, Religion and Resistance in Colonial Africa, Islam & Society in Africa, Migration and Refugees in African History, Religious Encounters in Africa, Immigrants and Refugees in African History  
**Research and training:** Colonial West Africa, Decolonization, Islam in Africa, History of Mourides  
**Publications (4):**  
2017 "Globalizing African Islam from Below: West African Sufi Masters in the United States" in *Global Africa Into the Twentieth Century*, Dorothy Hodgson and Judith Byfield, eds. (Oakland, CA: University of California Press, 2017), 356-366.  
2016 Negotiating the Boundaries of Power: Abdoulaye Wade, the Muridiyya and State Politics in Senegal, 2000-2012', *Journal of West African History*, vol. 2 no.1 (Spring 2016), 165-189.  
2016 'Sufi Eschatology and Hagiography as Responses to Colonial Repression: an Examination of the Meanings of Amadu Bamba's Trial and Exiles by the French colonial Administration of Senegal 1895-1907.' In Abdoulmajib Hannoum ed., *Practicing Sufism: Sufi Politics and Performance in Africa* (Routledge, 2016), 57-73.  
**Distinctions:** Research Opportunity Grant, the University of Pennsylvania, fall 2017. Development Research Institute, New York University, 'Success project' invited research associate, 2015-2016.  
**Supervised:** 3 PhD

### **Barnard, Rita**

Professor of English; Professor of Comparative Literature

- Appointed:** 1990
- Education:** PhD (1990), MA (1980) Duke University; BA (1976) University of Pretoria and Stellenbosch
- Africa-related courses (9):** Nelson Mandela: History, Biography, Film; Anglophone African Literature; Topics in African Literature; Post Colonial Novel; Postapartheid Literature; South Africa and Global Modernity; African Literature and Society; South African Literature; South African Literature and Film
- Research and training:** South African Literature, Post-Colonial African Literature, Modernism and global modernities, postcolonial studies (especially African and South Africa literature)
- Languages:** Dutch, Italian, Afrikaans, French
- Publications (4):**
- 2018 "The Revolutions of Antjie Krog's *Lady Anne: A Chronicle in Verse*. In Susan Stanford Friedman, ed. *Contemporary Revolutions*. Forthcoming 2018, Bloomsbury Academic.
- 2015 "SEE PRETORIA WITH NEW EYES: Modernism, Memory, and the Apartheid City." Special issue of *Image & Text* (25: 2015): 161-174.
- 2015 "Nelson Mandela." In *Mental Maps in the Era of Détente and the End of the Cold War*. Johathan Wright and Stephen Ellis. London: Routledge, 2015. (With Monica Popescu). 236-249.
- Distinctions:** Extraordinary Professor, University of the Western Cape (2017), Distinguished Visiting Professor, Institute for the Humanities in Africa, University of CapeTown (Spring, 2015), Extraordinary Professorship, University of Stellenbosch (2008-2016).

### **Behrman, Jerman**

William R. Kenan, Jr. Professor of Economics

- Appointed:** 1983
- Education:** PhD, Massachusetts Institute of Technology; BA, Williams College
- Overseas experience:** Botswana, Ghana, Kenya, Malawi, and Zambia
- Languages:** English, Spanish
- Africa-related courses:** Undergraduate Senior Honor Theses; Empirical micro economic development, examination of determinants and impacts of human resources (education, health, nutrition) in Africa, Asia and Latin America
- Research and training:** Empirical micro economic development, examination of determinants and impacts of human
- Publications (over 40):**
- 2018 "Measuring and predicting classroom process quality in Ghanaian pre-primary classrooms using the Teacher Instructional Practices and Processes System (TIPPS)" (with Sharon Wolf, J. Lawrence Aber, Edward Seidman, Mahjabeen Raza, Sharon Kim), *Early Childhood Research Quarterly*.
- 2015 "The Impact of Married Individuals Learning HIV Status in Malawi: Divorce, Number of Sexual Partners, Condom Use with Spouses" (with Theresa Fedor and Hans-Peter Kohler), *Demography* (Impact Factor 2.3) 52:1 (2015), 259-280. DOI 10.1007/s13524-014-0364-z
- Distinctions:** 2014-2015 NICHD Panel to Review Contraceptive Research, 2015 NICHD Global Health Consultation Meeting (GHCM) Working Group, 2012-2018 Committee on Population, National Research Council, National Academies of Science, 2017, Irene B. Taeuber Award from Population Association of America.
- Supervised:** 23 PhD; 70 Undergraduate Senior Economics Honors

### **Bisson, Gregory**

Associate Professor of Infectious Disease, School of Medicine

- Appointed:** 2004
- Education:** MSCE (2006), MD (1997) University of Minnesota School of Medicine; BA (1992) University of Wisconsin-Madison
- Africa related courses:** African Studies Graduate Seminar
- Courses:** Medicine 304, Epidemiology 656, Epidemiological Research Methods in Infectious Diseases, Clinical Evaluative Sciences, Introduction to Epidemiology, African Studies Graduate Seminar
- Research and training:** One of the first studies from Africa documenting the deleterious effects of greater out-of-pocket costs of HAART regimens on patient outcomes and a study demonstrating that monitoring adherence to HAART was more accurate than monitoring WHO-advocated CD4 count changes in individuals in resource-limited settings.

#### **Publications: (10 in 2017-18)**

- 2018 Bison et al., AIDS Clinical Trials Group A5274: *Hepatotoxicity during INH prophylaxis and ART in advanced HIV disease*. JAIDS.
- 2018 Vujkovic M, Bellamy S, Zuppa A, Gastonguay M, Moorthy G, Ratshaa B, Bisson et al., "Polymorphisms in Cytochrome P450 are associated with Extensive Efavirenz Pharmacokinetics and CNS Toxicities in an HIV Cohort in Botswana." The Pharmacogenomics Journal.
- 2017 Bisson, et al., *CYP2B6 516G>T Minor Allele Protective of Late Virologic Failure in Efavirenz-treated HIV-Infected Patients in Botswana* JAIDS: Journal of Acquired Immune Deficiency Syndromes 75(4): 488-491.
- 2017 Bisson, et al., *Markers of Gut Dysfunction Do Not Explain Low Rifampicin Bioavailability in HIV-Associated TB*. Journal of Antimicrobial Chemotherapy 72(7): 2020-2027.

### **Burke-White, William**

Richard Perry Professor and Inaugural Director of Perry World House; Professor of Law, School of Law

- Appointed:** 2005
- Education:** PhD (2014) University of Cambridge; JD (2002), AB (1998) Harvard University; MPhil (1999) University of Cambridge
- Overseas experience:** Rwanda, Central African Republic, Uganda
- Languages:** Russian and French
- Africa-related Courses (9):** International Law, Journal of International Law, International Investments, Human Rights, International Courts and Tribunals, International Law and International Relations, Global Research Seminar, Public International Law
- Research and training:** International Law, International Relations, Post-Conflict Reconstruction
- Publications (8):**
- 2017 Burke-White, W. W. (2017). International Criminal Court: Complementarity in Practice: The International Criminal Court as Part of a System of Multi-level Global Governance in the Democratic Republic of Congo. In *International Law and Society* (pp. 417-450). Routledge.
- 2016 Burke-White, W. W. (2015, January). THE REVIVAL OF COMPARATIVE INTERNATIONAL LAW. In *American Society of International Law. Proceedings of the Annual Meeting* (p. 93). American Society of International Law.
- 2016 "Will China Abide by the South China Sea Decision," CNN (on line), July 12, 2016.
- 2015 "Power Shifts in International Law: Structural Realignment and Substantive Pluralism," 56 Harvard International Law Journal 1 (2015).
- Distinctions:** 2014 - Elected Inaugural Director of Perry World House by President Amy Gutmann

**Byala, Sara**

Senior Lecturer in the Department of History; Center for Programs in Contemporary Writing

**Appointed:** 2006

**Education:** PhD (2006), MA (2001) Harvard; BA (1997) Tufts University

**Overseas experience:** South Africa, England, Israel

**Languages:** English, Zulu

**Africa-related courses (4):** African History Writing Seminars, The Making of Modern South Africa  
Reconciliation Commission, Nelson Mandela

**Research and training:** Modern African History, Ancient African History, Anthropology, and Early  
American History; Modern South Africa

**Publications (3):**

2017 “Water, Waste, Energy: What Coca-Cola in Africa can Teach Us.” Policy digest written for  
Kleinman Center.

2016 “Letting MuseumAfrica Collapse is a Cultural Assault,” Op-ed in The Mail and Guardian.

2016 With Ann Wanless, “Getting to Know the Zulu in MuseumAfrica,” Tribing and Untribing the  
Archive, Carolyn Hamilton and Nessa Leibhammer, eds. (Durban: University of KwaZulu Natal  
Press,).

**Distinctions:** 2017 Received Atlanta University Center Robert W. Woodruff Library Research Travel Award

**Cassanelli, Lee V.**

Associate Professor of History

**Appointed:** 1974

**Education:** PhD (1973), MA (1969) University of Wisconsin; BA (1967) Boston College

**Overseas experience:** Somalia, Somaliland, Djibouti, Kenya

**Languages:** Italian, French, Somali, Swahili

**Africa-related Courses:** Africa Since 1800, Africans Abroad: Immigrants, Refugees and Citizens African  
Intellectual History, History of Foreign Aid in Africa African history, Africans  
in Philadelphia, world history, oral history

**Research and training:** Social History, Ecology, Oral Tradition; Land, War, Memory in Horn of Africa

**Publications:**

Forthcoming: “Mogadiscio’s Garesa Museum: A Fascist Vision of Somalia’s Past”, in S. Brioni & S. Gulema,  
eds., *Colonial & Postcolonial Encounters: Italy & the Horn of Africa*. P. Lang

2016 ‘Hosts and Guests’ *A historical interpretation of land conflicts in southern and central Somalia*.  
Research Paper No. 2. London and Nairobi: Rift Valley Institute

2014 “Dark Days in Somalia,” *Africa Review of Books*, vol 10, no 2. CODESRIA.

**Supervised:** 2 PhD

**Cheney, Dorothy**  
Emeritus Professor of Biology

**Appointed:** 1982  
**Education:** PhD (1977) Cambridge University  
**Overseas experience:** Keyna, Rwanda, Botswana  
**Africa related courses:** Animal Behavior, Animal Cognition  
**Research and training:** Animal learning and behavior, evolutionary psychology, communication and social behavior of non-human primates, current research is conducted on free-ranging baboons in the Okavango Delta, Botswana, past research includes working with vervet monkeys in Amboseli National Park in Kenya, mountain gorillas in Rwanda, and baboons in Botswana.

**Publications:**

- 2018 Cheney, D.L. & Seyfarth, R.M. 2018. Flexible usage and social function in primate vocalizations. *Proceedings of the National Academy of Sciences USA* 115, 1974-1979.
- 2018 Seyfarth, R.M. & Cheney, D.L. 2018. Pragmatic flexibility in primate vocal production. *Current Opinion in Behavioral Sciences* 21, 56-61.
- 2017 Seyfarth, R.M. & Cheney D.L. 2017. The social origins of language. In: *The Origins of Language and Communication* (Eds. M. Platt). Princeton: Princeton University Press.
- 2017 Bray, E., Sammel, M.D., Cheney, D.L., Serpell, J.A. & Seyfarth, R.M. 2017. Effects of maternal investment, temperament, and cognition on guide dog success. *Proceedings of the National Academy of Sciences USA* 114, 9128-9133.

**Distinctions:** Distinguished Alumni Award, Phillips Andover Academy, 2017; Distinguished Primatologist Award, American Society of Primatology, 2016; Distinguished Animal Behaviorist Award, Animal Behavior Society, 2016; Member, U.S. National Academy of Sciences, 2015.

**Supervised:** 4 Ph.D.

**Cnaan, Ram A.**

Professor of Social Policy and Practice; Program Director, Program for Religion and Social Policy Research;  
Faculty Director, Goldring Reentry Initiative

**Appointed:** 1986  
**Education:** PhD (1981), University of Pittsburgh; MSW (1977), BSW (1975) The Hebrew University  
**Languages:** Hebrew  
**Africa-related courses:** Social policy, Religion and social services, Social psychology of peace, Volunteering, Social work with returning citizens  
**Research and training:** Social policy, Religion and social services, Social psychology of peace, Coexistence NGOs in Israel & Palestine, Volunteering, Social work with returning citizens

**Recent publications:**

- 2018 Cnaan, R. A., & Milofsky, C. Handbook of community movements and local organizations in the 21st century. New York: Springer.
- 2018 Cnaan, R. A., & An, S. Even priceless has to have a number: Congregational halo effect. *Journal of Management, Spirituality & Religion*.
- 2017 Luria, G., Cnaan, R. A., & Boehm, A. (2017). Religious attendance and volunteering: Testing national culture as a boundary condition. *Journal for the scientific Study of Religion*.

**Distinctions:** Global Eminent Scholar, Kyung Hee University Graduate Institute of Peace, National Academy of Social Work and Social Welfare

**Supervised:** 10 PhD

### **Compher, Charlene**

Shearer Endowed Term Professor in Health Community Practices; Professor of Nutrition Sciences; Vice-Chair of the Biobehavioral Health Sciences Department; Director of the Nutrition Programs, School of Nursing

**Appointed:** 2012

**Education:** PhD, MS, Drexel University; BA, University of Tennessee

**Overseas experience:** Botswana, Guatemala

**Languages:** English, Spanish, German

**Africa-related courses:** Lectures on global obesity

**Research and training:** Nutrition science, clinical nutrition

**Recent publications (9):**

- 2018 Hudson L, Chittams J, Griffith C, Compher C. Malnutrition identified by Academy of Nutrition and Dietetics/American Society for Parenteral and Enteral Nutrition is associated with more 30-day readmissions, greater hospital mortality, and longer hospital stays: a retrospective analysis of nutrition assessment data in a major medical center. JPEN J Parenter Enteral Nutr. 2018. DOI 10.1002/jpen.1021. PMID 29385244.
- 2017 Compher C, Winkler MF, Guenter P, Steiger E. Nutrition Management of Home Parenteral Nutrition Among Patients With Enterocutaneous Fistula in the Sustain Registry. JPEN J Parenter Enteral Nutr. 2017 Feb 1;148607117695246. PMID: 29187086.
- 2017 Paniagua-Avila MA, Messenger E, Nelson CA, Calgua E, Barg FK, Bream KW, Compher C, Dean AJ, Martinez-Siekavizza S, Puac-Polanc V, Richmond TS, Roth RR, Branas CC. The Guatemala-Penn Partnership: An Innovative Inter-Institutional Model for Scientific Capacity-building, Healthcare Education, and Public Health. Front Pub Health; epub 10 Apr 2017
- 2017 DOI: 10.3389/fpubh.2017.00070 Compher C, Chittams J, Sammarco T, Nicolo M, Heyland DK. Greater Protein and Energy Intake May Be Associated With Improved Mortality in Higher Risk Critically Ill Patients: A Multicenter, Multinational Observational Study. Crit Care Med. 2017 Feb;45(2):156-163. doi: 10.1097/CCM.0000000000002083.PMID:28098623

**Distinctions:** Honorary memberships in European and Chinese nutrition societies

**Supervised:** 2 Ph.D., 2 M.A., 1 Funded undergraduate research

### **Darge, Kassa**

Radiologist-in-Chief; Chair of the Department of Radiology, and Chief of the Division of Body Imaging, Department of Radiology, Children's Hospital of Philadelphia; William L. Van Alen Endowed Chair in Pediatric Radiology, Perelman School of Medicine

**Appointed:** 2007

**Education:** PhD (2001) University of Heidelberg; MD (1997) Addis Ababa University & University of Heidelberg

**Research and training:** Ultrasound advanced modalities, 3D, elastography, contrast US; Ultrasound contrast agent – children; Contrast-enhanced voiding urosonography; MRI urography - morphology and function, children; Bowel ultrasound, children; Pediatric urogenital radiology Pediatric gastrointestinal radiology

**Publications:**

- 2015 Back SJ, Edgar JC, Canning DA, Darge K: Contrast-enhanced voiding urosonography: in vitro evaluation of a second-generation ultrasound contrast agent for in vivo optimization. Pediatric Radiology 45(10): 1496-1505. Notes: [doi:10.1007/s00247-015-3355-3]
- 2015 Weiss DA, Kadakia S, Kurzweil R, Srinivasan AK, Darge K, Shukla AR: Detection of crossing vessels in pediatric ureteropelvic junction obstruction: Clinical patterns and imaging findings. Journal of Pediatric Urology 11(4): e1-5, Notes: [doi: 10.1016/j.jpurol.2015.04.017. Epub 2015 May 27]

**Estes, Richard**

Emeritus Professor of Social Work, School of Social Policy and Practice

**Appointed:** 1973

**Education:** PhD (1973) University of California, Berkeley; MSW (1967) University of Pennsylvania; BA (1965) LaSalle University

**Research and training:** International and comparative social welfare, global poverty, social indicators, social reporting, Islamic development trends

**Publications:**

- 2017 *Advances in Well Being: Better Today Even Better Tomorrow* (with M. Joseph Sirgy and Audrey Selian) (London: Rowman and Littlefield), in preparation.
- 2016 *The Pursuit of Well-Being: The Untold Global History* (with M. Joseph Sirgy, Virginia Tech, Virginia), (Dordrecht NL & Berlin: Springer).
- 2016 *Social Progress in Islamic Societies: Social, Political, Economic, and Ideological Challenges* (with Habib Tiliouine, University of Oran, Algeria) (Dordrecht NL & Berlin: Springer).
- 2016 “Social Progress in North Africa” (with Tiliouine, H.). In *Social Progress in Islamic Societies: Social, Political, Economic, and Ideological Challenges* (with Tiliouine, H.). Chapter 6. Dordrecht NL: Springer.
- 2015 “Development Trends Among the World’s Socially Least Developed Countries: Reasons for Cautious Optimism” in Brian Spooner (Editor). *Globalization in Progress: Understanding and Working with World Urbanization*. Chapter 2. Philadelphia: University of Pennsylvania Press.

**Supervised:** 1 PhD

**Eynon, Diane E.**

Senior Fellow; Director of the Executive Doctorate in Higher Education Management  
Senior Scholar, Penn AHEAD, Higher Education Division, Graduate School of Education

**Appointed:** 1985

**Education:** EdD (2010) University of Pennsylvania; MBA (2000) University of Phoenix; MS (1985) BS (1983) West Chester University

**Research and training:** Internationalization of higher education; Higher education in developing countries and economies; Dynamics of higher education and development; Policies and practices related to gender equity

**Publications:**

- 2017 **Eynon, D.** (2017). *Women, economic development, and higher education: Tools in the reconstruction and transformation of post-apartheid South Africa*. New York, NY: Palgrave Macmillan.

**Publications:**

- 2017 Eynon, D. (2017). *Women, economic development, and higher education: Tools in the reconstruction and transformation of post-apartheid South Africa*. New York, NY: Palgrave Macmillan.

**Fetni, Hocine**

Assistant Dean for Advising at the College of Arts & Sciences; Adjunct Assistant Professor of Sociology

**Appointed:** 1993  
**Education:** PhD (1992), LLM (1981) University of Pennsylvania; LLB (1977) Constantine University  
Institute of Law, Algeria  
**Languages:** Arabic, French, Berber  
**Africa related courses (6):** International Law of Human Rights, Law and Social Change, Law and Society,  
Human Rights and Rule of Law in Africa, The Sociology of the African Legal  
System, Law in Africa  
**Research and training:** Law and social change: A comparative analysis, The legal profession: an  
international comparison, the crisis of democracy and law in the Middle East  
and North Africa, family law and social change in Algeria, the notion of social  
control and Islamic law, international law and globalization, Human rights and  
Islamic law  
**Supervised:** Supervisor of numerous student Senior and Honors Theses in various areas of  
International Relations and Sociology of Law

**Gatignon, Aline**

Assistant Professor of Management, Wharton School of Business

**Appointed:** 2016  
**Teaching Time:** Africa and global content in the MBA classroom and MGMT101 undergraduate core class  
**Education:** PhD (2016) INSEAD; MA (2007), BA(2005) Paris Institute of Political Science  
**Languages:** English, French, Portuguese, Spanish  
**Africa-related courses:** Management 101, MBA Program Courses (Africa content)  
**Research and training:** Cooperative Strategy (Cross-sector Partnerships, Stakeholder Engagement),  
Non-market Strategy, Emerging Market Strategy, Corporate Social  
Responsibility, Multi-level Theory  
**Recent publications:**  
(Under Revision) There and Back Again: Coordinator, Learning and Identify in Nonprofit Secondments to  
Emerging Markets.  
**Distinctions:** Named to INSEAD's "50 Years, 50 Women, 50 Ideas" series, 2018; Strategic  
Management Journal Outstanding Editorial Review Board Member Award, 2017; Finalist,  
Best PhD Conference Paper Award, Strategic Management Society, 2017; Nominated for  
the Strategic Management Society Best Conference Paper Award for 'Allies or  
Adversaries: TNGOs' Strategic Interaction with States' (w/ Mary-Hunter McDonnell and  
Kate Odziemkowska), 2016.



**Ghaffar-Kucner, Ameena**

Senior Lecturer, Literacy, Culture, and International Education Division (LCIE), Graduate School of Education  
Associate Director, International Educational Development Program, Graduate School of Education

**Appointed:** 2012  
**Education:** EdD (2008) Columbia University; MsEd (2003) Fordham University; BSc (1999) University of Maryland University College  
**Languages:** Urdu, Hindi, Punjabi, German, French  
**Africa-related courses:** Basic Education in Developing Countries: Socio-Cultural Perspectives; Education, globalization, and development; Curriculum and Pedagogy in International Contexts; International Field Experience/Internship; Global perspectives on educational inequalities; IEDP-M Masters Proseminar: Tools, Techniques, and Ethics of Development Work; IEDP-D Doctoral Proseminar; Migration, Displacement, & Education  
**Research and training:** Immigrants and schooling, Citizenship and trans/nationalism, Curriculum and pedagogy in international contexts, School climate, Educational development discourse  
**Recent publications:**  
2017 Bartlett, L., Mendenhall, M., & Ghaffar-Kucher, A. Culture in Acculturation: Refugee Youth's Schooling Experiences in New York Schools. *Intercultural Journal of Intercultural Relations*, 60 (Special Issue on Refugee Youth).  
2014 Hantzopoulos, M., Bajaj, M., Ghaffar-Kucher, A., Shirazi, R., Zakharia, Z. (2014) *Re-thinking the region: New Approaches to 9-12 US Curriculum on the Middle East and North Africa*. Social Science Research Council and the British Council. [www.teach-MENA.org](http://www.teach-MENA.org)  
**Distinctions:** Comparative and International Society, American Anthropological Society, American Educational Research Association

**Grossman, Guy**

Associate Professor of Political Science

**Appointed:** 2012  
**Education:** PhD (2011), MPhil (2008), MA (2006) Columbia University  
**Languages:** Hebrew and English  
**Africa-related courses (3):** Political Economy of Development, Contemporary African Politics, Politics of the Developing World  
**Research and training:** Comparative politics with a regional focus on sub-Saharan Africa  
**Publications (16):**  
2018 Gottlieb, J, Grossman G, Larreguy HA, Marx B. 2018. "A Signaling Theory of Distributive Policy Choice: Evidence from Senegal." *Journal of Politics*  
2018 Grossman, G., K. Michelitch. 2018. "Information Dissemination, Competitive Pressure, and Politician Performance between Elections: A Field Experiment in Uganda." *American Political Science Review*.  
2017 Gottlieb, J, Grossman G, Robinson AL. 2017. "Do Men and Women Have Different Policy Preferences in Africa? Determinants and Implications of Gender Gaps in Policy Prioritization." *British Journal of Political Science*  
**Distinctions:** Winner of the Information Technology and Politics APSA Section Best Paper Award, 2014; Lawrence Longley Award for the best article on representation and electoral systems published in 2015; NEPS Medal for Best Publication in Peace Science, 2016.  
**Supervised:** 1 PhD

### **Grover, Sirbhi**

Assistant Professor of Radiation Oncology, Hospital of the University of Pennsylvania, School of Medicine

**Appointment:** 2014

**Education:** MPH (2013) Johns Hopkins University; MD (2009) Harvard Medical School; BA (2004) Columbia University

**Overseas experience:** Botswana, India

**Languages:** English, Hindi, Punjabi

**Research and training:** Epidemiology of HPV related cancers (cervical, head and neck and anal) and treatment outcomes in patients with HIV and malignancies in Botswana.

**Publications:**

- 2018 Grover S, et al, Lin LL (2018). “The impact of HIV infection on survival and acute toxicities from chemoradiation therapy for cervical cancer patients in a limited resource setting.” International Journal of Radiation Oncology, Biology, Physics. epub. doi: 10.1016/j.ijrobp.2018.01.067.
- 2018 Grover S, et al, Strengthening palliative care delivery in developing countries: a training workshop model in Botswana. Annals of Palliative Medicine.
- 2018 Grover S, et al, “A step towards timely referral and early diagnosis of cancer: Implementation and impact on knowledge of a primary care-based training program in Botswana”. Frontiers in Oncology.
- 2018 Grover S, et al, “Multi-level factors affecting time to cancer diagnosis and care quality in Botswana”. The Oncologist.
- 2017 Grover S, et al,. Multidisciplinary Gynecologic Oncology Clinic in Botswana: A Model for Multidisciplinary Oncology Care in Low- and Middle-Income Settings. Y Glob Oncol. 3(5):666-670. doi: 10.1200/JGO.2016.006353

### **Hanchard, Michael**

Professor of Africana Studies

**Appointed:** 2016

**Education:** PhD (1991) Princeton University; MA (1985) New School for Social Research, BA (1980) Tufts University

**Overseas experience:** Brazil, Italy, Ghana, Austria, Jamaica, Britain, France

**Languages:** Portuguese: Fluent. Spanish: Fluent

**Africa-related Courses:** Comparative Racial Politics; Introduction to Comparative Politics; Transnational Black Politics

**Research and training (6):** Introduction to Africana Studies; Comparative Racial Politics; Fascism and Racism: A Love Story; Independent Study: The Black Radical Tradition; Freshman Seminar: Visions of America: Plural Nations, Places and Ideals; Proseminar in Africana Studies;

**Publications (2):**

- 2018 *The Spectre of Race: How Discrimination Haunts Western Democracy*. Princeton: Princeton University Press
- 2018 “Brave New Worlds: Borders, Boundaries and Racial Regimes in the Americas” in *Borders and Boundaries*, Didier Fassin, editor, University of California Press

**Distinctions:** Penn Fellow, 2017-2018, University of Pennsylvania, Provost’s Office. Institute for Advanced Study, Princeton University, Residential Fellowship, School of Social Science, 2014-2015

**Supervised:** 5 PhD (before arrival at University of Pennsylvania – Johns Hopkins University; University of Sao Paulo, IFICS (Rio de Janeiro)

**Hoek-Smit, Marja C.**

Director of the International Housing Finance Program at the Zell/Lurie Real Estate Center;  
Adjunct Professor of Real Estate and City and Regional Planning, Wharton School of Business

**Appointed:** 1986  
**Education:** PhD (1971) University of Amsterdam  
**Overseas experience:** Kenya, South Africa, sub-Saharan Africa, Middle East  
**Languages:** English, Dutch, Afrikaans, German, French, Swedish, Swahili  
**Africa-related Courses (2):** Housing for Developing and Emerging Market Economies Housing in Developing countries, International Housing Finance Comparison, International Real Estate  
**Research and training:** Housing Policy, housing Subsidies, housing finance in countries of Africa, Asia, and Latin America  
**Publications (2):**  
2016 Opening-Up the Lower-Middle Income Housing Market in South Africa: The Role of Demand-Side Subsidies, A Report for the Department of the National Treasury, Republic of South Africa, May 2016  
2015 Analysis and Recommendations to Improve the Efficiency of the Upfront Subsidy Program, CONAVI, Government of Mexico, March 2016, with Angelica Nuñez.  
Inclusive Housing Finance – Affordable Housing, Report for UNHabitat, Housing Finance Input for Habitat III, February 2015  
**Supervised:** As advisor on committees

**Hornberger, Nancy H.**

Professor in the Educational Linguistics Division, Graduate School of Education

**Appointed:** 1985  
**Education:** PhD (1985) University of Wisconsin-Madison; MA (1973) New York University; BA (1972) Harvard University  
**Overseas experience:** Kenya, South Africa  
**Africa-related courses:** Sociolinguistics in Education; Language Diversity and Education  
**Research and training:** Educational linguistics and sociolinguistics; Educational ethnography and anthropology; Bilingualism and biliteracy; Multilingualism and language education policy; Indigenous education and language revitalization  
**Publications:**  
2017 De Korne, H. & Hornberger, N. H. (2017). Countering unequal multilingualism through ethnographic monitoring. In M. Martin-Jones & D. Martin (Eds.), *Researching Multilingualism: Critical and Ethnographic Approaches* (pp. 247-258). New York/London: Routledge.  
2016 Hornberger, N. H. (2016) Language and voice. *Bilingual Research Journal*, 39(3-4), 355-356.  
2015 Hornberger, Nancy H. (2015). Portraits of language activists in Indigenous language revitalization. In Bernard Spolsky, Ofra Inbar-Lourie & Michal Tannenbaum (Eds.), *Challenges for Language Education and Policy: Making Space for People* (pp. 123-134). New York: Taylor & Francis/Routledge.  
2014 Hornberger, N. H. (2014). On not taking language inequality for granted: Hymesian traces in ethnographic monitoring of South Africa's multilingual language policy. *Multilingua*, 33(5/6), 625–647.  
**Distinctions:** George and Louise Spindler Award for Distinguished, Exemplary, and Inspirational Contribution to Educational Anthropology (2014); Since 1995, co-editor of the ongoing international book series on Bilingual Education and Bilingualism (Multilingual Matters), which recently surpassed 100 published books.

**Imoagene, Onoso**  
Assistant Professor of Sociology

**Appointed:** 2012  
**Education:** PhD (2011), MA (2008) Harvard University; MPhil (2002) Cambridge University; BSc (1999) University of Ibadan  
**Overseas experience:** Nigeria, England  
**Languages:** Yoruba, Uwan (Edo), English-fluent  
**Africa-related courses (5):** Contemporary Issues in African Societies, Sociology of Immigration, The Changing Face of America, Contemporary Issues in African Societies, Contemporary Social Problems  
**Research and training:** International Migration and Immigrant Incorporation; Race and Ethnicity; Migration and Development  
**Publications (7):**  
2018 “Not so linked fate: Racial identity and racial solidarity among second generation Nigerians in the United States” *African and Black Diaspora: An International Journal*. (Forthcoming)  
“The Nigerian Second Generation at Work in Britain: Ethnoracial Exclusion and Adaptive Strategies.” Accepted *Sociology*. (Forthcoming)  
2018 “Stepping Up Your Game: Workplace Experiences of Second Generation Nigerians in the United States.” *Journal of International Migration and Integration*. DOI: 10.1007/s12134-018-0542-8.  
2018 “Achieving a Win-Win: Tweaking the U.S. Diversity Visa Lottery (DV) Program to Maximize Immigrants’ Potential and Improve Immigrant Quality,” *University of Pennsylvania, Institute of Urban Research World Forum Urban Series*.  
2017 *Beyond Expectations: Second Generation Nigerians in the United States and Britain*. Berkeley: University of California Press.

**Jackson, John**

Richard Perry Professor and Dean of the School of Social Policy and Practice: Professor of Communication, Africana Studies and Anthropology

**Appointed:** 2006  
**Education:** PhD, Columbia University; BA, Howard University  
**Overseas experience:** South Africa, Israel, Jamaica  
**Language:** Spanish  
**Africa-related courses (4):** Africana Studies Proseminar, Media Ethnography: Theory and Practice, Critical Diaspora; International Comparative Management,  
**Research and training:** Anthropology, visual studies, Ethnographic methods in media analysis, impact of mass media on urban life, globalization and the remaking of ethnic/racial Diasporas, visual studies and theories of reality, racialization and media technology.  
**Publications (11):**  
2018 “Racialized Citizenship and the Modern American City, Ethnographically Considered,” in *Anthropology and the City*, ed., Setha Low, Routledge, forthcoming.  
2016 *Televised Redemption: The Media Production of Black Muslims, Jews, and Christians*, co-written with Carolyn Rouse and Marla Frederick, New York University Press, 2016.  
2015 “Ethnography Is, Ethnography Ain’t,” *Writing Culture and the Life of Anthropology*, Orin Starn, Ed., Duke University Press.  
**Distinctions:** Appointed Dean, School of Social Policy and Practice  
**Supervised:** 18 PhD

### **Jemmott III, John B.**

Kenneth B. Clark Professor of Communication and Psychiatry, Annenberg School of Communication & School of Medicine; Director of the Center for Health Behavior and Communication Research

**Appointed:** 1999  
**Education:** PhD (1982) MA 1980 Harvard University; BA (1976) City University of New York  
**Overseas experience:** South Africa  
**Languages:** Spanish  
**Experience:** South Africa, Botswana  
**Africa-related courses (4):** Africana Studies Proseminar, Media Ethnography: Theory and Practice, Critical Diaspora Studies, Attitude & Behavior Prediction Health Psychology Seminar  
**Research and training:** Culturally appropriate HIV/STD risk-reduction interventions for Black adolescents, men, women, and couples, Latino adolescents, South African adolescents, college students, and men, and Botswana adolescents  
**Publications (32):**  
2018 Peng, Y., & Jemmott III, J. B. (2018). Feast for the Eyes: Effects of Food Perceptions and Computer Vision Features on Food Photo Popularity. *International Journal of Communication*, 12, 24.  
2018 Zhang, J., Jemmott III, J. B., Icard, L. D., Heeren, G. A., Ngwane, Z., Makiwane, M., & O'Leary, A. (2018). Predictors and psychological pathways for binge drinking among South African men. *Psychology & health*, 33(6), 810-826.  
2018 Rutledge, S. E., Jemmott, J. B., O'Leary, A., & Icard, L. D. (2018). What's in an identity label? correlates of sociodemographics, psychosocial characteristics, and sexual behavior among African American men who have sex with men. *Archives of sexual behavior*, 47(1), 157-167.  
**Supervised:** 4 Ph.D.  
**Distinctions:** Fellow, American Psychological Association, Division 38, 1995-Present; Fellow, Society of Behavioral Medicine, 1997-Present

### **Kohler, Hans-Peter**

Frederick J. Warren Professor of Demography and Professor of Sociology

**Appointed:** 2003  
**Education:** PhD (1997), M.A. (1994) University of California, Berkeley; Diplom (FH) (1992) Fachhochschule Kempten, Germany  
**Overseas experience:** Kenya, Malawi  
**Languages:** German  
**Africa-related Courses (1):** Role of social interaction processes for fertility and AIDS-related behavior in Africa  
**Research and training:** Primary research focuses on fertility and health in developing and developed countries. A key characteristic of this research is the attempt to integrate demographic, economic, sociological and biological approaches in empirical and theoretical models of demographic behavior. Current projects include a Malawi Longitudinal Study of Families and Health (MLSFH)  
**Publications (23):**  
2018 Baranov, Victoria and Hans-Peter Kohler (2018). The impact of AIDS treatment on savings and human capital investment in Malawi. *American Economic Journal: Applied Economics*, 10(1): 266–306. doi:10.1257/app.20150369.  
2016 Delavande, Adeline and Hans-Peter Kohler (2016). HIV/AIDS-related expectations and risky behavior in Malawi. *Review of Economic Studies*, 83(1): 118–164. doi:10.1093/restud/rdv028.  
2014 et al. "Cohort Profile: The Malawi Longitudinal Study of Families and Health (MLSFH)." *International journal of epidemiology* (2014): dyu049.  
**Distinctions:** 2018 Honored Member, Population Association of America, 2016 Associate Editor, *Frontiers in Evolutionary Sociology and Biosociology*  
**Supervised:** 8 PhD

### **Lamas, Andrew**

Professor of Urban Studies; Professor of Non-Profit Leadership and Professor of Organizational Dynamics, School of Social Policy and Practice; Founder and Academic Director of the Social Justice Research Academy

**Appointed:** 2010

**Education:** JD, University of Pennsylvania; MA, University of London; BA, Davidson College

**Overseas Experience:** Senegal, Morocco

**Languages:** English, Greek, French

**Africa-related courses (6):** Religion, Social Justice, and Urban Development, Social Welfare and Social Economics; Community Economic Development; Ownership and Liberation; Religion, Social Justice, and Urban Development

**Research and training:** Philosophy, Law, Political Theory, Economic Development, Critical Theory

#### **Publications (7):**

2017 Andrew T. Lamas, Todd Wolfson, and Peter N. Funke, eds., *The Great Refusal: Herbert Marcuse and Contemporary Social Movements* (Philadelphia: Temple University Press).

2017 Andrew T. Lamas, editor of the special issue "Refusing One-Dimensionality," Part Two, *Radical Philosophy Review* 20, no. 1.

2016 Andrew T. Lamas, editor of the special issue "Refusing One-Dimensionality," Part One, *Radical Philosophy Review* 19, no. 1.

Andrew T. Lamas, general editor and coeditor of the special issue, "Critical Refusals," Part Two, *Radical Philosophy Review*, 16, no. 2, with coeditors Douglas Kellner, Charles Reitz, and Arnold L. Farr.

Andrew T. Lamas, general editor and coeditor of the special issue, "Critical Refusals," Part One, *Radical Philosophy Review*, 16, no. 1, with coeditors Douglas Kellner, Charles Reitz, and Arnold L. Farr.

**Distinctions:** Presented the "Dr. B. R. Ambedkar International Human Rights and Social Change Award" by the Ambedkar International Mission (AIM), New York, NY (2017)

**Supervised:** Research project on alternative currency in communities across the globe.

### **Liberman, Mark**

Director of the Linguistic Data Consortium; Christopher H. Browne Distinguished Professor of Linguistics; Professor of Computer and Information Science

**Appointed:** 1990

**Education:** PhD, Massachusetts Institute of Technology; B.A (1969) Harvard University

**Languages:** Igbo, Yoruba, and Mawu

**Africa-related courses (7):** Introduction to Linguistics, Introduction to Phonetics, Linguistic Field methods, Biology, Language and Culture (with Alan Mann and Greg Urban), Mathematical Foundations of Language and Communication Sciences, Field methods; Phonetic topics relevant to particular areas

**Research and training:** Phonetic evidence for linguistic structure; phonology and phonetics of lexical tone in West African languages, applications of linguistics in speech recognition and synthesis.

#### **Publications (38):**

2016 Wieling, M., J. Grieve, G. Bouma, J. Fruehwald, J. Coleman and M. Liberman, "Variation and Change in the Use of Hesitation Markers in Germanic Languages", *Language Dynamics and Change*.

2016 Parish-Morris, J., M. Liberman, N. Ryant, C. Cieri, L. Bateman, E. Ferguson, and R. Schultz, "Exploring Autism Spectrum Disorders Using HLT", *CL-Psych*.

2014 Ryant, N., M. Slaney, M. Liberman, E. Shriberg, and J. Yuan, "Highly Accurate Mandarin Tone Classification in the Absence of Pitch Information", *Speech Prosody*.

2014 Yuan, J., and M. Liberman, "FO Declination in English and Mandarin Broadcast News Speech", *Speech Communication*.

**Distinctions:** AAAS Fellow; LSA Fellow; IEEE James Flanagan Speech and Audio Processing Award 2017

**Supervised:** 6 PhD

**MacMillan, Ian**

The Dhirubhai Ambani Professor of Innovation and Entrepreneurship at the Wharton School

**Appointed:** 1986  
**Education:** DBA (1975), MBA (1972) University of South Africa; B.S. (1963), University of Witwatersrand  
**Overseas experience:** South Africa  
**Africa-related courses:** Social Entrepreneurship, Introduction to Management, Venture Implementation, Entrepreneurship, Entrepreneurship through Acquisition  
**Research and training:** Organizational Competence, new venture management and entrepreneurship  
**Publications (2):**  
2017 Gruber, M., & MacMillan, I. C. Entrepreneurial behavior: A reconceptualization and extension based on identity theory. *Strategic Entrepreneurship Journal*, 11(3), 271-286.  
2016 Beyond Commodities: How African Multinationals Are Being Transformed, Knowledge @ Wharton - 05/09/2016

**McKay, Ramah**

Assistant Professor of History and Sociology of Science

**Appointed:** 2008, Tenure track.  
**Teaching Time:** 75%  
**Education:** PhD (2010) Stanford University  
**Overseas experience:** Mozambique  
**Languages:** Portuguese, Changana  
**Africa-related courses (3):** Health and Societies, Global Perspectives; Medicine and Development; Histories of Humanitarianism and Global Health  
**Research and training:** Anthropology  
**Publications (6):**  
2018 *Medicine in the Meantime: The work of care in Mozambique*; Durham: Duke University Press.  
2017 MCKAY, R. (2017). The Productivity of Crisis: Aid, Time, and Medicine in Mozambique. *African Futures: Essays on Crisis, Emergence, and Possibility*, 51.  
2016 The View from the Middle: Lively Relations of Care, Class, and Medical Labor in Maputo. *Critical African Studies*. 8(3): 278-290.  
**Distinctions:** Member of the Graduate group in Anthropology; School of Arts and Sciences, Conference Support Grant and University Research Foundation Conference Grant for conference on “Histories and futures of global health,” to be held at Penn in April 2018; Trustees’ Council of Penn Women Faculty Research Award (To support pilot research on “More-than-global health in Mozambique: Locating care work in transnational spaces”)  
**Supervised:** 4 PhD

**Mohr, Adam**

Senior Lecturer in the Anthropology; Critical Writing Program

**Education:** PhD (2008) University of Pennsylvania  
**Overseas experience:** Ghana, Nigeria, Sweden  
**Languages:** Twi, Swahili  
**Africa-related courses (1):** Global Health (focusing on Africa)  
**Research and training:** Medical Anthropology; Transnational Migration; Anthropology of Christianity; History and Sociology of Science; Religious-Based Medical Abstinence; West African Labor Migrations; Pentecostalism; Ghana, Nigeria, and the US  
**Publications (4):**  
2015 Mohr, A. (2015). Zionism and Aladura's shared genealogy in John Alexander Dowie. *Religion*, 45(2), 239-  
*Enchanted Calvinism*. University of Rochester Press. Rochester, NY. 2013.  
2015 Mohr, A. (2015). The Cambridge Companion to Pentecostalism. *International Bulletin of Mission Research*, 39(3), 164.  
**Supervised:** 3 MA

**Monge, Janet**

Adjunct Professor of Anthropology; Curator-In-Charge of the Physical Anthropology Section, Director of the Casting Program, Keeper of Physical Anthropology, Penn Museum of Archaeology and Anthropology

**Appointed:** 1987  
**Education:** PhD (1991) University of Pennsylvania; BA (1975) Pennsylvania State University  
**Overseas experience:** Kenya  
**Africa-related courses (3):** Human Evolution, Introduction to Physical Anthropology, Human Adaptation  
**Research and training:** Physical Anthropology of Swahili People, Neanderthals, Paleoanthropology, Skeletal biology.  
**Publications (19):**  
2018 Monge, JM and Kusimba C 2018 Life, death and identity of the early Swahili peoples of the Kenyan Coast. China and East Africa: Ancient Ties, Contemporary Flows. C Kusimba and S. Berut (eds.). Lexington Books.  
2018 Ryan L Raaum, Sloan R Williams, Chapurukha Kusimba, Janet Monge, Alan Morris, and Mohamed Mchulla Mohamed, "Decoding the Swahili: The genetic Ancestry of the Swahili", 2018 IN: The Swahili World, eds. Wynne-Jones, S. and Laviolette, A. (eds.), Rutledge Worlds Series.  
2017 Ryan L Raaum, Sloan R Williams, Chapurukha Kusimba, Janet Monge, Alan Morris, and Mohamed Mchulla Mohamed, "Decoding the Swahili: The genetic Ancestry of the Swahili", 2017 IN: The Swahili World, eds. Wynne-Jones, S. and Laviolette, A. (eds.), Rutledge Worlds Series.  
**Distinctions:** Curator of the Year, Philadelphia Magazine BEST OF Philadelphia.  
**Supervised:** Primary advisor for 3 PhD, Committees for 3 PhD



**Muller, Carol-Ann**  
Professor of Music

**Appointed:** 1995  
**Education:** PhD (1994), MA (1991) New York University; BM (1995) Natal University  
**Overseas experience:** South Africa, Botswana  
**Africa-related courses (5):** World Music and Culture, Hearing Africa: Old & New Diasporas, Gospel Music, Seminar in Ethnomusicology, Thinking Globally about Music  
**Research and training:** Ethnomusicology; cultural anthropology; religious studies; gender; diaspora and post-colonial studies. Fieldwork in South Africa: South African jazz, music and migration, women, narrative, song and indigenous Christianity, gospel music in West Philadelphia (Academically Based Community Service (ABCS) course), Free Jazz performance in/by those in Philadelphia. Relationship between music, gender and religious studies, migration and diaspora studies, and critical ethnography.

**Publications (4):**  
 2017 Jazzing the Bushmen: Khoisan Migrations into South African Jazz. IN Ingrid Monson and Richard Wolf (eds.) *Out of Bounds: Festschrift for Kay Kaufman Shelemay*. Boston: Harvard University Press, 2017, 185-209  
 2017 In My Solitude: Jazz Song as Sound Writing. IN Deborah Kapchan and Parker Smathers (eds.) *Theorizing Sound Writing*. Middletown: Wesleyan University Press, 247-286, 2017  
 2014 "Musical Echoes: Diasporic Listening and the Creation of a World of South African Jazz." IN Phil Bohlman and Goffredo Plastino (eds.) *Jazz Worlds, World of Jazz*. Chicago: University of Chicago Press published 2016, 289-3

**Distinctions:** Mellon: Honorary Scholar of South African Jazz, University of Pretoria (August 2017). Sawatsky Fellow, University of Waterloo, Canada, February 2014 Nominated by Penn President Gutmann for Erhlich Award for Community Service (2016).

**Supervised:** 15 PhD

**O'Leary, Brendan**  
Lauder Professor of Political Science

**Appointed:** 2002  
**Education:** PhD (1988) London School of Economics & Political Science; BA (1981) Oxford University  
**Overseas experience:** Nigeria, Sudan  
**Africa-related courses:** Power-Sharing in Deeply Divided Places - Benjamin Franklin Seminar, The Government and Politics of Iraq and Sudan 1820-2010, Comparing Genocides & Ethnic Expulsions  
**Research and training:** Power-sharing systems, especially in consociations and pluralist federations; Nationalism; national and ethnic conflict-regulation; national self-determination; National, ethnic and communal violence and the security sectors of divided places; Democracy, democratization and electoral systems; Despotisms: Ancient and Modern.

**Publications:**  
 2018 O'Leary, B and Nicholas Sambanis. "Nationalism and International Security." In *The Oxford Handbook of International Relations*, ed. William Wohlforth. Oxford: Oxford University Press, 2018. 2016  
 2016 Cordell, Karl, B. O'Leary, and Stefan Wolff, eds. *The Israeli-Palestinian Conflict: The Politics of Stalemate*. London: Routledge, 2016. [book from Special Issue of Ethnopolitics]  
 2015 Kuperman, Alan J. ed. *Constitutions and Conflict Management in Africa: Preventing Civil War through Institutional Design*. Ed. B O'Leary, National and Ethnic Conflict in the 21st Century. Philadelphia: University of Pennsylvania Press, 2015.

**Distinctions:** ENMISA Distinguished Scholar Award of the International Studies Association (2017); Elected member of the Council on Foreign Relations (2016), 2016. Elected to Honorary Member of the Royal Irish Academy (2016)

### **Ruger, Jennifer Prah**

Amartya Sen Professor of Health Equity, Economics, and Policy; Associate Dean for Global Studies; Faculty Chair, Center for High Impact Philanthropy, School of Social Policy and Practice

**Appointed:** 2013

**Education:** PhD (1998) Harvard University; MA (1991) Tufts University; MSc (1992) University of Oxford; MSL (2011) Yale University; BA (1988) University of California, Berkeley

**Africa-related courses:** Urban Health in the Developing World (Independent Study), Global Health Policy: Justice, Governance and Reform

**Research and training:** Theoretical and empirical studies of health equity to reduce global and national health inequities with a focus on the most impoverished populations worldwide, especially women and children. Political economy, health policy, international relations, comparative social research and law

#### **Recent publications:**

--- Ruger JP. *Global Health Justice and Governance*. Oxford, U.K.: Oxford University Press; in press.

2017 Mitra S, and Ruger JP. (eds.) *Health, Disability and the Capability Approach*. Boca Raton, FL: Taylor & Francis Group.

2015 et al. "Responses to Donor Proliferation in Ghana's Health Sector: A Qualitative Case Study". *Bulletin of the World Health Organization*. 93(1):11-8.

2017 et al. "Effects of Donor Proliferation in Development Aid for Health on Health Program Performance: A Conceptual Framework," *Social Science & Medicine*; 175: 177-86.

**Distinctions:** Council on Foreign Relations, Elected Lifetime Member

**Supervised:** 2 PhD

### **Schofield, Heather**

Assistant Professor of Medical Ethics & Health Policy, School of Medicine

**Appointed:** 2016

**Education:** PhD (2014), MS (2007) Harvard University

**Overseas experience:** Ethiopia, India

**Africa-related courses:** Health and Societies, Global Perspectives; Medicine and Development; Histories of Humanitarianism and Global Health

**Research and training:** Economics

#### **Recent publications:**

2017 "Poverty and Cognitive Function." (With Emma Dean and Frank Schilbach).

2016 (With Sendhil Mullainathan and Frank Schilbach). *American Economic Review*, Papers & Proceedings 106(5): 435-440.

2015 "Comparing the Effectiveness of Individualistic, Altruistic, and Competitive Incentives in Motivating Completion of Mental Exercises" (With George Lowenstein, Jessica Kopsic, and Kevin Volpp). *Journal of Health Economics* 44: 286-299.

**Supervised:** 1 PhD

**Schurr, Theodore G.**

Professor of Anthropology, Graduate Group Chair; Professor of Education, School of Graduate Education

**Appointed:** 2001

**Education:** PhD (1998) Emory University; MA (1996) Emory University; BA (1983) University of Georgia

**Africa-related courses (4):** Introduction to Physical Anthropology; Disease and Human Evolution; Being Human: Biology, Culture, Adaptation; Introduction to Human Evolution

**Research and training:** Human evolutionary genetics, mitochondrial biology and disease, biomedical genetics, ancient DNA, primate genetics; Geographic areas: Africa, Americas, Australia, Caucasus, Melanesia, Siberia, South Asia, Southeast Asia, Turkey

**Publications (19):**

- 2017 Schurr, et al., Genetic diversity in Svaneti and its implications for the human settlement of the Highland Caucasus. *Am J Phys Anthropology* 164(4): 837-852.
- 2016 Schurr TG, Benn Torres J, Vilar MG, Gaieski JB, Melendez C. 2016. An emerging history of indigenous Caribbean and circum-Caribbean populations: Insights from archeological, ethnographic, genetic and historical studies. In: Zuckerman M, Martin DL, editors. *New Directions in Biological Anthropology: Papers Honoring the Legacy of George Armelagos Gainesville: University of Florida Press*, pp. 385-402.
- 2016 Schurr et al, Endothelial cell bioenergetics and mitochondrial DNA damage differ in humans having African or West Eurasian maternal ancestry. *Circ Cardiovasc Genet* DOI: 10.1161/CIRCGENETICS.115.001308
- 2016 Schurr et al, Genetic diversity in Carib and Garifuna populations of the Lesser Antilles reveals significant indigenous ancestry and insights into Caribbean settlement history. *PLoS ONE* 10(10): e0139192

**Distinctions:** Director, North American Regional Center, Genographic Project Director, Laboratory of Molecular Anthropology at Penn President, American Association of Anthropological Genetics

**Supervised:** 11 PhD

**Sharkey, Heather**

Assistant Professor of Near Eastern Languages and Civilizations

**Appointed:** 2002

**Education:** PhD (1998) Princeton University; MPhil (1992) University of Durham; BA (1990) Yale University

**Overseas experience:** Sudan, Egypt, Tunisia, Israel, Jordan, Turkey, UAE, India

**Language:** Arabic and French (use for research)

**Africa-related courses (4):** North Africa: History, Memory, Identity; Nationalism and Communal Identity in the Middle East and North Africa; Food in the Islamic Middle East; Migration and the Middle East

**Research and training:** History

**Publications (7):**

- 2017 A History of Muslims, Christians, and Jews in the Middle East, Cambridge University Press, 2017.
- 2015 "A History of Muslims, Christians, and Jews in the Modern Middle East", Cambridge University Press, 2017; Co-editor, special issue of the *Canadian Journal of African Studies/Revue canadienne des études africaines* on the theme of "Rethinking Sudan Studies" after the 2011.

**Supervised:** 2 PhD

**Sheth, Neil Perry**

Doctor of Orthopedic Surgery, School of Medicine

**Appointed:** 2004

**Education:** MD (2003) Albany Medical College; BA (1993) Wharton School of Business

**Overseas experience:** Moshi, Tanzania. Arusha, Tanzania. Awka, Nigeria

**Languages:** French, Gujarati, Hindi

**Africa-related courses:** Orthopedic Surgery in Sub-Saharan Africa

**Research and training:** Orthopedic Surgery

**Recent publications:**

2018 Zachweja E, Perez J, Hardaker WM, Levine B, and Sheth N. *Manipulation Under Anesthesia and Stiffness after Total Knee Arthroplasty. JBJS Reviews* – 2018 Apr; 6(4): e2

**Distinction:** Masters of Science in Health Policy Research Medical Student Award in Community Engagement & Health Equity Research – Sony Davey – The Economic Burden of Musculoskeletal Injuries in Northern Tanzania – Perelman School of Medicine – Philadelphia, PA

**Shown, Anastasia**

Lecturer in the School of Social Policy and Practice

**Appointed:** 2017

**Education:** MSW (2007) University of Pennsylvania; BA (2003) Indiana University, University of Ghana

**Overseas experience:** Tamatoku, Ghana

**Africa-related courses:** International Social Work

**Research and training:** Global Education

**Distinctions:** 2011- Present GLOBAL PHILADELPHIA ASSOCIATION

*Board Member:* Participate in local programs to enhance the region's global profile, assist in the coordination of activities of organizations so constituents benefit from resources in our area.

### Silverman, David

Professor of Egyptology in the Department of Near Eastern Languages and Civilizations; Curator of Penn Museum's Egyptian Section; Curator-in-Charge: Reinstallation of the Egyptian Collection, Penn Museum of Archaeology and Anthropology

**Appointed:** 1977 (Tenured)

**Education:** PhD (1975) University of Chicago; AB (1966) Rutgers University

**Overseas experience:** Egypt

**Africa-related courses (4):** Old Egyptian, Word and Image: The Unity of Art and Writing in Ancient Egypt, Literacy Legacy of Ancient Egypt, The Religion of Ancient Egypt

**Research and training:** Translations of Old and Middle Egyptian funerary inscriptions

**Recent publications (6):**

2017 *The Coffins and Other Burial Equipment of Ahanakhte in the Penn Museum*. Philadelphia: Penn Museum.

2017 *The Tomb of Kaipure in the Collection of the University Museum*, Philadelphia: University of Pennsylvania. *The Palace of Merneptah*, Philadelphia: University of Pennsylvania.

2016 "The Origin of the Book of the Dead Spell 159," in *Mélanges égyptologiques en l'honneur de Pascal Vernus*, édités P. Collombert, D. Lefèvre, S. Polis et J. Winand. Leuven, Paris, and Bristol, CT: Peeters. 741-762.

**Distinctions:** Re-elected to the Swiss Michela Schiff Giorgini Foundation in Paris, Re-elected as a charter member of the Athenaeum of Philadelphia; Council on Foreign Relations Elected Lifetime Member.

**Supervised:** 2 PhD

### Strong, Krystal

Assistant Professor in the Literacy, Culture, and Education Division, Graduate School of Education

**Appointed:**

**Education:** PhD (2015) UC Berkeley; BA (2006) New York University

**Overseas experience:** Ghana, Nigeria

**Languages:** English, Spanish, Yoruba

**Africa-related courses (3):** Politics of Education in the Global South, Youth Cultural Formations, Vanguard or Vandals: The Politics of Youth in Africa, Qualitative Modes of Inquiry

**Research and training:** Anthropology of education and politics, Youth activism and cultural practices, Africa and the African diaspora, New media and popular culture, Ethnography and qualitative research methods

**Publications (4):**

2017 Royston, Reginold and Krystal Strong. In Press. "Re-Territorializing Twitter: African Moments, 2010-2015" in Abigail De Kosnick and Keith Feldman (eds), *#Identity: Hashtagging, Race, Gender, Sex, and Nation*. Ann Arbor: University of Michigan Press. Strong, Krystal.

2016 "Do African Lives Matter to Black Lives Matter? On Youth Uprisings and the Borders of Solidarity." *Urban Education*. Special Issue: Urban Education in the Era of Black Lives Matter, Camika Royal and Marc Lamont Hill (Eds), <https://doi.org/10.1177/0042085917747097>. Strong, Krystal.

2016 "Practice for the Future: The Aspirational Politics of Nigerian Students" in Amy Stambach and Kathleen Hall (eds), *Student Futures, Aspirations, and Political Participation: Comparative Anthropological Perspectives*. London: Palgrave Macmillan.

**Distinctions:** 2017-2018 Council on Anthropology and Education's Presidential Early Career Fellow  
2014-2015 University of California Dissertation Fellow

**Supervised:** 1 PhD, 5 MA

**Thomas, Deborah**

R. Jean Brownlee Professor of Anthropology; Professor of Education, Graduate School of Education

**Appointed:** 2011  
**Education:** PhD (2000), MA (1994) New York University, 1994; AB (1988) Brown University  
**Overseas experience:** Caribbean, China, South Africa  
**Languages:** Portuguese (fluent); French (conversant); Spanish (reading comprehension)  
**Africa-related courses:** Culture and Politics of the Caribbean, The African Diaspora, Theoretical Foundations, Contemporary Approaches to the Study of Culture and Society, Race, Nation, Empire (Graduate Seminar), Africana Studies Graduate Seminar  
**Research and training:** Nationalism and Alternative Sovereignties, Globalization, the Caribbean, Race and Gender, Labor Migration, Transnationalism and Diaspora, Cultural Politics, Performance, Violence and the Transformation of Space, Culture and Political Economy, Popular Culture, Feminist Ethnography  
**Publications:**  
2018 February 12. "Precarity in Perspective." Comments on an essay by Anne Alison and David Platzer. *Cultural Anthropology*.  
2017 "Public Secrets, Militarization, and the Cultivation of Doubt: Kingston 2010." In *Caribbean Military Encounters*, Eds. Shalini Puri and Lara Putnam, pp. 289-309. New York: Palgrave Macmillan.  
2017 "Rastafari, Communism, and Surveillance in Late Colonial Jamaica." *Small Axe* 54:63-84.  
2016 "Time and the Otherwise: Plantations, Garrisons and Being Human in the Caribbean." *Anthropological Theory* 16(2-3):177-200.  
**Distinctions:** 2017 Fox Leadership International (FLI) Partnerships for Educational Advancement and Cultural Exchange (PEACE) to support collaborations in China (\$25,000), 2017 China Research Engagement Fund to support Symposium at PWCC on contemporary Chinese investment in the Caribbean  
**Supervised:** 9 PhD

**Thompson, James**

Adjunct Associate Faculty, School of Social Policy and Practice, Co-founder and Director, Wharton Social

**Appointed:** 2002  
**Education:** PhD, Swiss Institute of Technology, Lausanne; MBA, University of Cape Town; BCom, University of South Africa  
**Africa-related courses (3):** NGOs & International Development, Social Entrepreneurship, Social Entrepreneur Playbook  
**Research and training:** Social entrepreneurship, building future markets, investment under conditions of high uncertainty  
**Publications (1):**  
2017 Thompson, J. D. Organizations in action: Social science bases of administrative theory

### **Tishkoff, Sarah**

David and Lyn Silfen University Professor of Genetics and Biology; Professor of Medicine, School of Medicine

**Appointed:** 2000  
**Education:** PhD (1996), MPhil (1992) Yale University; BS (1989) University of California, Berkeley  
**Overseas experience:** Nigeria, Cameroon, Sudan, Ethiopia, Kenya, Botswana and Tanzania  
**Languages:** French, German, KiSwahili  
**Africa-related courses (2):** Biology of the Human Genome, Human Evolutionary Genetics, Topics in Human Genetics  
**Research and training:** Human evolutionary genetics, African genetic diversity, global patterns of linkage disequilibrium (LD) in the human genome, the genetic basis of resistance to infectious disease, the genetic basis of adaptation in humans, Genotype/Phenotype association studies, and Pharmacogenomics.

#### **Publications (28):**

2017 Tishkoff, et al., Loci associated with skin pigmentation identified in African populations. *Science*, Nov 17;358(6365). Epub. PMID: 29025994  
2012 Tishkoff, et al., Evolutionary history and adaptation from high-coverage whole-genome sequences of diverse African hunter-gatherers. *Cell* 150(3): 457-69. PMCID: PMC3426505

**Distinctions:** 2016 – 2018 Board of Directors, American Society of Human Genetics 2017 Member National Academy of Sciences

**Supervised:** 4 PhD

### **Troutt-Powell, Eve**

Christopher H. Browne Distinguished Professor of History and Africana Studies; Associate Dean for Graduate Studies, School of Arts and Sciences

**Appointed:** 2006  
**Education:** PhD (1995), MA (1988), BA (1983) Harvard University  
**Overseas experience:** Egypt, Italy, United Kingdom  
**Languages:** Arabic  
**Africa-related courses (4):** Africa and the Mid-East; Modern Egypt; Middle Eastern Race and Ethnicity; Religion, Revolution and Nationalism in the Modern Middle East  
**Research and training:** Modern Middle Eastern History; Egyptian and Sudanese Cultural History; Arab-Israeli Conflict; Slavery Studies; Gender Studies

#### **Recent publications (4):**

2017 “All Eyes on the Eunuchs: The Visual Culture of Ottoman Slavery”, submitted for publication as part of an edited volume, The Middle East Reconfigured, eds. Israel Gershoni and Yoram Meital.  
2018 “All Eyes on the Eunuchs: The Visual Culture of Ottoman Slavery”, submitted for publication as part of an edited volume, The Middle East Reconfigured, eds. Israel Gershoni and Yoram Meital.

**Supervised:** 3 PhD

**Vitalis, Robert**

Professor of Political Science Department

**Appointed:** 2008, Tenured.  
**Education:** PhD (1988), SM (1984), Massachusetts Institute of Technology; BA (1978), State University of New York at Stony Brook  
**Overseas experience:** Egypt, Saudi Arabia  
**Languages:** Arabic  
**Africa-related courses (2):** Race, Development & American Int'l Relations; American Foreign Policy  
**Research and training:** State and Market Formation in Saudi Arabia, The Political and Cultural Economy of the World Oil Industry, American Expansionism; History of International Relations and Development Studies; Race and American International Relations Theory  
**Recent publications (6):**  
2017 "Beyond Practitioner Histories of International Relations: or, the Stories That Professors Like to Tell (About) Themselves," in Synne Dyvik, Jan Selby, and Rorden Wilkinson, What's the Point of International Relations?: London: Routledge  
2016 "The Lost History of Development Theory," Perspectives on Politics, 14, 4 (2016), pp. 1158-1162.  
2016 *America's Kingdom: Mythmaking on the Saudi Oil Frontier*, Arabic translation, (*mamlaka amrika: sinaa`a al-asaatir `ala takhud al-naft al-sa`udiyya*) Beirut.  
2015 *What World Order, Black Power Politics: the Birth of American International Relations* (Cornell University Press, 2015).  
**Distinctions:** University of Sussex, International Theory Prize, 2016  
**Supervised:** 4 PhD

**Wagner, Daniel A.**

UNESCO Chair in Learning and Literacy; Professor of Education, International Literacy Institute & National Center on Adult Literacy, Graduate School of Education; Director, International Educational Development Program;

**Appointed:** 1981  
**Education:** PhD (1976), MA (1971) University of Michigan; BS (1968) Cornell University  
**Overseas experience:** Senegal, Ivory Coast, Zimbabwe, Nigeria, Botswana, South Africa,  
**Languages:** French, Spanish, Arabic  
**Africa-related courses:** Education in Developing Countries, International Educational Development Proseminar, Human Development and Basic Education in Developing Countries, Information and Communications Technologies for Education and Development in Global Perspective, Cultural Perspective on Human Development  
**Research and training:** Cross-cultural studies of cognition and socialization  
**Recent publications:**  
2018 Wagner, D. A. *Learning as development: Rethinking international education in a changing world*. NY: Routledge.  
2014 "Studying Literacy in Morocco." Documentary film, 25 minutes, color video, 1989. Available through the Middle East Center of the University of Pennsylvania. et.al. "Mobiles for literacy in developing countries: An effectiveness framework" in: Prospects (2014) 44:119–132  
**Distinctions:** Literacy Award Honoree, Best Practice. 2016 Library of Congress Award (2016), Appointed Special Advisor to UNESCO's Global Alliance for Literacy (2017), Appointed Special Advisor to UNESCO Director-General, June 2017. PI, *International Conference on Learning at the Bottom of the Pyramid*. Grants from the Hilton Foundation and the Ford Foundation. Additional support from UNESCO-IIEP and Penn's Perry World House (2017)  
**Supervised:** 3 PhD



**Wegner, Josef W.**

Associate Professor of Near Eastern Languages and Civilizations;  
Associate Curator, Egyptian Section, Penn Museum of Archaeology and Anthropology

**Appointed:** 1996  
**Education:** PhD (1996), B.A. (1996) University of Pennsylvania  
**Overseas experience:** Egypt, Nubia  
**Africa-related courses (3):** Land of the Pharaohs, Introduction to Egyptian Culture and Archaeology, Archaeology of Nubia  
**Research and training:** Egyptian Mortuary Complex and Middle Kingdom settlement patterns in South Abydos  
**Recent publications:**  
2017 *The Sunshade Chapel of Princess Meritaten from the Per-Waenre of Pharaoh Akhenaten*. Penn Museum Monographs, vol. 147 (164 pp. volume)  
2015 *The Sphinx that Traveled to Philadelphia: The Story of the Colossal Sphinx of Ramses the Great in the Penn Museum* (co-authored, J. Wegner and Jennifer Houser Wegner), Penn Press, Philadelphia (239 pp.)  
**Supervised:** 4 PhD

**Wolf, Sharon**

Assistant Professor in the Human Development and Quantitative Division, Graduate School of Education

**Appointed:** 2016  
**Education:** PhD (2014), BA (2006) University of Pennsylvania  
**Overseas experience:** Accra, Ghana  
**Africa-related courses:** Risk, Resilience and Prevention Science; Poverty and Child Development  
Instructor for “Individual Level Moderation in Cluster-Randomized Control Trials”, Additional Insights for the 21st Century Summer Training Institute (graduate and post-graduate level), NYU Abu Dhabi, Abu Dhabi, UAE  
**Research and training:** Social and Economic Demography  
**Recent publications:**  
2018 Wolf, S., Turner, L.L., Jukes, M.C., & Dubeck, M.M. (2018). Changing literacy instruction in Kenyan classrooms: Assessing pathways of influence to improved early literacy outcomes in the HALI intervention. *International Journal of Educational Development*, 62, 27-34.  
2018 Impacts of Pre-Service Training and Coaching on Kindergarten Quality and Student Learning Outcomes in Ghana. *Studies in Educational Evaluation*, 59, 112-123.  
2017 Kabay, S., Wolf, S., & Yoshikawa, H. (2017). “So that his mind will open”: Parental perceptions of preschool in urbanizing Ghana. *International Journal of Educational Development*, 57, 44-53.  
2017 Household Socioeconomic Status and Parental Investments: Direct and Indirect Relations with School Readiness in Ghana. *Child Development*.  
2017 Wolf, et al., Impacts after one year of “Healing Classroom” on children's reading and math skills in DRC: Results from a cluster randomized trial. *Journal of Research on Educational Effectiveness*, 10(3), 507-529  
**Distinctions:** 2018-2020 Jacobs Foundation Early Career Research Fellow; 2017 AERA-SRCD Early Career Fellow in Early Childhood Education and Development

### **Woubshet, Dagmawi**

Ahuja Family Presidential Associate Professor of English, Department of English

**Appointed:** 2017  
**Education:** PhD (2007) MA (2001), Harvard University; BA, (1998) Duke University  
**Overseas experience:** Accra, Ghana. Addis Ababa, Ethiopia  
**Languages:** Amharic  
**Research and training:** African American, African, and Queer literary and cultural studies  
**Recent publications:**  
2018 Revisiting One of King's Final and Most Haunting Sermons" The Atlantic.  
2017 The Imperfect Power of I Am Not Your Negro" The Atlantic.  
2016 "Love Visual: A Conversation with Haile Gerima," conducted with Sarah Lewis, Aperture Magazine #223 (Summer 2016): 42-45.  
2015 The Calendar of Loss: Race, Sexuality, and Mourning in the Early Era of AIDS (The Johns Hopkins University Press)  
**Distinctions:** Public Voices Fellow, OpEd Project and Cornell University, 2017, Scholar-in-Residence, Modern Museum of Art/Gebre Kristos Desta Center, Addis Ababa, Ethiopia, 2015-2016  
**Supervised:** 5 PhD

### **Zuberi, Tukufu**

Lasry Family Professor of Race Relations, Professor of Sociology and Africana Studies; Director, African Census Analysis Project; Curator, redesign of Africa Gallery, Penn Museum of Archaeology and Anthropology

**Appointed:** 1989  
**Education:** PhD (1989) University of Chicago; MA (1984) California State University; BA (1981) San Jose State University  
**Overseas experience:** Uganda, Tanzania, South Africa, West Africa, Latin America  
**Languages:** Swahili, French  
**Africa-related courses (8):** Race and Ethnic Relations, Africa/Africa Diaspora, Visualizing W.E.B. Du Bois, Contemporary Issues in African Society, Race & Ethnic Relations, Demography of Race, Human Rights, Introduction to Africana Studies.  
**Research and training:** Demography and Sociology, Migration, African-American Immigration, Mortality, Child, Fosterage, Family and Social Change  
**Recent publications:**  
2018 Tukufu Zuberi, "The Pan-African Movement for Transnational Liberation and Human Rights", *Book II Section IV of Volume IX* of the General History of Africa, UNESCO (In Press, 2018)  
2015/16 Tukufu Zuberi, African Independence: How Africa Shapes the World, (Maryland, Rowman & Littlefield Publishers, 2015; Paperback 2016)  
2015 Fareeda McClinton Griffith and Tukufu Zuberi, "Demography of Race and Ethnicity in South Africa" in R. Saenz, et al. (eds), "The International Handbook of the Demography of Race and Ethnicity, International Handbooks of Population 4, Springer Science + Business Media Dordrecht, 2015, pp. 387-418.  
**Distinctions:** *Distinto professor visitante A Fundação Coordenação de Aperfeiçoamento de Pessoal de Nível Superior-CAPES* da Universidade de Brasília (UnB) e da Universidade Federal da Bahia (UFBa) (Distinguished Visiting Professor The Coordination Foundation for the Improvement of Higher Education Personnel- CAPES at the University of Brasília and the Federal University of Bahia, 2016); *Cátedra do Instituto de Estudos Avançados Transdisciplinares* da Universidade Federal de Minas Gerais (UFMG), 2014 (Chair of the Institute for Advanced Interdisciplinary Studies, Federal University of Minas Gerais (UFMG), 2014)

### Administrative Staff

Charles, Camille Z.  
Director, Center for Africana Studies  
Walter H. and Leonore C. Annenberg Professor in the Social Sciences  
Professor of Sociology, Africana Studies & Education

**Appointed:** 1995  
**Education:** Ph.D. (1996), M.A. (1992) University of California, Los Angeles, B.A. (1989) California State University  
**Research:** Racial inequality and elite higher education; including the diverse origins and experiences of Blacks at elite colleges and universities; racial residential segregation; racial attitudes and intergroup relations; racial identity.  
**Experience:** Cuba  
**Dissertations/Theses Supervised:** 4 Ph.D., 1 M.A.

#### **Current Academic Positions**

2016- Walter H. and Lenore C. Annenberg Professor in the Social Sciences  
2012- Professor, Department of Africana Studies  
2008-2015 Edmund J. and Louise W. Kahn Term Professor in the Social Sciences  
2008- Professor, Department of Sociology, University of Pennsylvania

#### **Recent Administrative Positions**

2014-2015 Interim Chair, Department of Africana Studies, University of Pennsylvania  
2012-2013 Chair, Department of Africana Studies, University of Pennsylvania (Inaugural year)  
2012-2013 Past-Chair, Faculty Senate, University of Pennsylvania  
2009- Director, Center for Africana Studies, University of Pennsylvania  
2006- Director, Center for Africana Studies Summer Institute for Pre-Freshmen, University of Pennsylvania

#### **Publications (6):**

2017 Kramer, Rory A., Brianna Remster, and Camille Z. Charles. "Black Lives and Police Tactics Matter." *Contexts*, 16(3): 20-25.  
2015 Charles, Camille Z., Rory A. Kramer, Kimberly C. Torres, and Rachelle J. Brunn-Bevel. "Intragroup Heterogeneity and Blackness: Effects of Racial Classification, Immigrant Origins, Social Class, and Social Context on the Racial Identity of Elite College Students." *Race and Social Problems*, 7(4):281-299.  
2015 Burke, Ruth, Rory A. Kramer, and Camille Z. Charles. "When Change Doesn't Matter: Racial Identity (In)Consistency and Adolescent Well-Being." *Sociology of Race and Ethnicity*, 1(2): 270-286.  
2015 Dean, Lorraine, T., SV Subramanian, David R. Williams, Katrina Armstrong, Camille Zubrinsky Charles, and Ichiro Kawachi. "Getting Black Men to Prostate Cancer Screening: The Role of Social Capital." *American Journal of Men's Health*, 9(5): 385-396.

**Distinctions:** Andrew W. Mellon Foundation. "Diverse Students, Diverse Experiences: Minority Student Achievement at America's Selective Colleges and Universities." \$400,000 (2015-2017), External Fellow, American Institutes for Research (2017-).

**Supervised:** 3 PhD, 1 MA

**Ali-Dinar, Ali B.**

Senior Lecturer of Africana Studies; Sudanese Arabic Instructor; Advisor to students (Africa-track) in the  
Department of Africana Studies; Pre-major Advisor, School of Arts and Sciences, FLAS Coordinator

**Appointed:** 1994

**Education:** Ph.D. (1995) University of Pennsylvania, MA (1986) University of Khartoum (Sudan), BA (1981)  
University of Khartoum

**Africa-related courses:** Sudan Civil Wars, The Darfur Conflict, Sudanese Arabic, Reading  
Historical Arabic Manuscripts, Dress and Fashion in Africa, Understanding Africa,  
Understanding African Conflicts

**Languages:** Arabic

**Overseas experience:** Sudan, Senegal, Egypt, Ethiopia

**Professional Experience:** FLAS Coordinator, manage the Center's website on African online Resources; Organize  
and conduct conference/workshops/seminars.

**Presentations:**

- 2018 12<sup>th</sup> Greater New York Area African History Workshop Paper: "Confronting the Colonial  
Rhetoric for Annexing Sudan & Darfur during the Wars of Annihilation of 1898 & 1916"
- 2017 African Studies Association Conference, Chicago, IL Paper: "Debating Their Justification: The Annexation  
of Darfur by the Anglo-Egyptian Expedition in 1916"
- 2017 Sudan Studies Association Conference, Brooklyn, NY Paper: "The WWI and the Annexation of Darfur by  
the Condominium Forces"
- 2016 African Studies Association Conference, Washington, DC Paper: "Between Sultan Ali Dinar of Darfur and  
Slatin Pasha of the Anglo-Egyptian Sudan, 1900-191
- 2016 Sudan Studies Association Conference, New York, NY Paper: "The Competition over Endowments in  
Saudi Arabia between the Government of Sudan and the People of Darfur"
- 2016 The Tenth Annual Greater New York Area African History Workshop at Drexel University  
Paper: "Demarcating and Negotiating Colonial and local Boundaries of Darfur (Sudan), 1785-1924" 2016
- 2014 African Studies Association Conference, Philadelphia, PA Paper: " *Sent into Exile: Identity Re/formation of  
Sultan Ali Dinar of Darfur, 1894-1916*"

**Garrison, Gale A.**

Associate Director, Center for Africana Studies

**Appointed:** 1993 Program Coordinator, Afro-American Studies Program; 2000 appointed Associate Director,  
Center for Africana Studies

**Education:** B.A. (1981) Oberlin College

**Professional Experience:** Ms. Garrison oversees the day-to-day operations of the Center for Africana  
Studies; works with Director on long-term, short-term strategic planning for the Center; manages various budgets;  
oversees the development and implementation of co-curricular programs; manages staff; authors/co-authors  
publications, annual reports, and grant proposals. Ms. Garrison has 18 years of experience, providing a range of  
administrative management for the Center for Africana Studies in service to University of Pennsylvania students,  
faculty, staff, affiliates, and members of the public. Prior to her appointment as Associate Director, she served as the  
Program Coordinator for the Africana Studies Program and its predecessor, the Afro-American Studies Program,  
where she developed and implemented co-curricular programs. She is co-editor (with Tukufu Zuberi) of a 2004  
special issue of the *Journal of Black Studies*, "Back to the future of civilization: Celebrating 30 years of African  
American studies" (2004).

**Mbeje, Audrey**

Director, African Language Program; Lecturer in Linguistics; Lecturer in Zulu

**Appointed:** 2002  
**Education:** PhD (2002), MA (1996) Ball State University, BA (1991) University of Zululand  
**Research:** Language education; language program management; first and second language acquisition; language testing; linguistic analysis of tense/aspect, definiteness, and word order in Bantu languages; language policies in Africa; and language and society.  
**Africa-related Courses:** African Language and Culture, Zulu  
**Languages:** Zulu, Afrikaans, Xhosa, Swazi, Ndebele, French  
**Experience:** South Africa  
**Publications:**  
2015 Colloquial Zulu (A Communicative Textbook for Beginners of Zulu).  
2015 *Multi-media Zulu Reader*. The Multi-media Zulu Reader is for a year course in intermediate/advanced Zulu.  
**Grants Received:**  
2017-2018: Fulbright-Hays Group Project for Zulu in South Africa.  
PI/Director; Award: \$261,973  
2014: Fulbright-Hays Group Project Abroad in South Africa for K-16 Educators  
PI/Director; Award: \$96,298.00  
2011: African Languages Initiative Program for Intensive Zulu  
Project Director and Principal Investigator for the Summer Intensive Zulu Language Program funded by the National Security Educational Program (NSEP) Award: \$65,000.  
2008-2011: Fulbright-Hays Group Project Abroad (GPA) for Advanced Zulu in South Africa. Project Director and Principal Award: \$375, 091  
**Conference Presentations:**  
2014 Politics, Languages, and Ethnic Diversity in South Africa. Guest Lecture at Community College of Philadelphia.  
**Reviewed:** 1 PhD

**Carol L. Davis**

Assistant to the Chair; Undergraduate/Graduate Studies Coordinator,  
Department of Africana Studies

**Appointed:** 2012  
**Education:** LaSalle University (1987)  
**Professional Experience:** Ms. Davis assists the Chair with the day-to-day operations of the Department of Africana Studies and works closely with the Graduate Studies and the Undergraduate Studies Chair, to manage the graduate program, and the undergraduate major/minor programs. The Africana Studies undergraduate major/minor programs houses concentrations in African Studies, African American Studies, and African Diaspora Studies. She also works closely with the Penn Language Center (PLC), as well as other departments to roster courses offered for each academic term, as well as the African Language courses, lectures, and seminars. Ms. Davis also works in concert with the Center for Africana Studies to coordinate Africa-related symposiums and other Africa-centered programs.

**Thompson, Shantala**  
Program Coordinator

**Appointed:** 2015  
**Education:** MA (Women's Studies, 2011), MA (Africana Studies, 2009) University of Albany, State University of New York, BA (2006) University of Maryland-Eastern Shore  
**Languages:** Twi (Basic), French (Basic)  
**Overseas Experience:** Ghana, Nigeria, and Uganda  
**Professional Experience:** Ms. Thompson works with staff to develop Center for Africana Studies and Department of Africana Studies programs and events, including conferences, symposia, workshops, seminars, lectures, book talks, and other programs and events. Oversees program and event logistics. Researches, develops, and implements programming, including its "Scholar for a Day" seminar and the African Language and Culture Day (both co-sponsored by DAS), among other programs on Africa. Experience working with first-generation college students, underrepresented students within academic student leadership, and positive youth development settings. Expertise in the following academic areas: History, Sociology, Cultural Studies, LGBTQ Studies, Food Justice, and Literature

**Fields, Sean**  
Communications Coordinator, Center for Africana Studies

**Appointed:** 2016  
**Education:** B.A. (2012) Old Dominion University  
**Professional Experience:** Mr. Fields is responsible for internal and external communications for the Center for Africana Studies and the Department of Africana Studies. He is responsible for writing press releases, creating brochures, and drafting correspondence. He also develops content and designs publicity items for marketing Africana Studies programs and events. Additionally, he maintains the Center and Department websites. Mr. Fields is an expert in social media and maintains through which we disseminate news and information about faculty, visitors, programs, and the activities of the Department and Center. Finally, Mr. Thompson writes, designs, and distributes the Africana Studies newsletter. He brings a wealth of experience in graphic design, marketing, and web design as well as communications expertise from the Smithsonian Institution as well as private institutions where he worked before coming to the University of Pennsylvania.

**Teya Campbell**

Administrative Coordinator, Center for Africana Studies/Department of Africana Studies

**Appointed:** 2012

**Education:** B.A. (2006) Gwynedd Mercy College; MBA (expected November 2019) Indiana Wesleyan University

**Professional Experience:** Ms. Campbell is the primary staff member responsible for routine and special administrative work. She is the Assistant to the Director of the Center for Africana Studies and provides overall administrative support for the Department of Africana Studies and the Center for Africana Studies. She also supports the Assistant to the Chair in the Department of Africana Studies with maintaining, updating, and rostering Africana Studies courses. She also oversees and processes all purchasing and financial transactions for the Center and supports faculty and students in this area. Additionally, she makes travel and hotel arrangements for visiting scholars and students and supports Center and Department programming. Ms. Campbell supervises work-study students and also coordinates the Africana Studies Summer Institute for Pre-Freshmen.

### African Language Instructors

**Hailu, Yohannes**

Amharic Instructor

**Appointed:** 2008

**Education:** PhD (1998) University of Pennsylvania, Philadelphia; MSc (1968) Illinois Institute of Technology; BA (1965) Addis Ababa University, Ethiopia

**Languages:** Amharic

**Publications:**

Forthcoming---Teaching materials for advanced, intermediate, and elementary Amharic based on the National standard for foreign language teaching.

Forthcoming---Amharic as a second language for English-speaking population. This is in collaboration with Transparent Language, Inc. New Hampshire.

**Pedagogy/Trainings:** Participation in Penn Language Center Workshops (1) *Customized Workshop for African Language Instructors*: (May 24, 2018). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom. (2) *PLC Workshop on Conference Applications*: (Feb. 26, 2018). Training on the use of the web-conferencing application ZOOM to teach online classes. (3) *PLC Digital Pedagogical Workshop*: (Feb. 6, 2018). Training on Blended Learning: Teaching with Technology More Purposefully; (4) *PLC Pedagogical Workshop*: (Sept. 22, 2017). Training on lesson planning and technology-mediated task-based language teaching. (5) *PLC Technological Workshop*: (Sept. 12, 2017). Training on the pedagogical uses of Canvas technologies for specifically language instruction. Technologies included were: Voice Thread, Yellow Dig, and a new screen recording application Panopto. (6) *Customized Workshop for African Language Instructors*: (May 27, 2017). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom.

**Distinctions:** Recipient of the Penn Language Center's Teaching Innovation Grant to bolster and implement online teaching materials during the 2017-2018 academic year.

**Mwaya, Monda**

Chichewa Instructor

**Appointed:** 2012

**Experience:** Malawi

**Languages:** Chichewa

**Pedagogy/Trainings:** Participation in Penn Language Center Workshops (1) *Customized Workshop for African Language Instructors*: (May 24, 2018). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom. (2) *PLC Workshop on Conference Applications*: (Feb. 26, 2018). Training on the use of the web-conferencing application ZOOM to teach online classes. (3) *PLC Digital Pedagogical Workshop*: (Feb. 6, 2018). Training on Blended Learning: Teaching with Technology More Purposefully; (4) *PLC Pedagogical Workshop*: (Sept. 22, 2017). Training on lesson planning and technology-mediated task-based language teaching. (5) *PLC Technological Workshop*: (Sept. 12, 2017). Training on the pedagogical uses of Canvas technologies for specifically language instruction. Technologies included were: Voice Thread, Yellow Dig, and a new screen recording application Panopto. (6) *Customized Workshop for African Language Instructors*: (May 27, 2017). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom.



**Nwadiora, Chika**  
Igbo Instructor

**Appointed:** 2008  
**Education:** PhD (2007) MA (1999) Temple University; MSSW (1991) Springfield College; BA (1986) Johnson State College  
**Languages:** Igbo  
**Research:** Igbo Language and Heritage Learners, African Women Immigrants, African Women's Literature.  
**Teaching Experience:** Adjunct Professor, Temple University  
**Intellectual Heritage:** Classical Greek Foundations; Religious Foundations (Bible, Koran, Bhagavad-Gita); Renaissance (Shakespeare); *The Enlightenment* (John Locke, Thomas Jefferson); The Romantic Rebellion (William Blake, Wordsworth, Emily Dickinson); The Revolution Thinkers (Charles Darwin, Karl Marx & Engel and Sigmund Freud); Anti-Colonialism (Mahatma Gandhi, Martin Luther King); Imagining the World (African Literature); **Social Administration:** Social Work Practice Delivery with Individuals and Families; (Theories, Engagement, Assessment, Multi-stressed Families and Termination Processes)  
**Pedagogy/Trainings:** Participation in Penn Language Center Workshops (1) *Customized Workshop for African Language Instructors*: (May 24, 2018). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom. (2) *PLC Workshop on Conference Applications*: (Feb. 26, 2018). Training on the use of the web-conferencing application ZOOM to teach online classes. (3) *PLC Digital Pedagogical Workshop*: (Feb. 6, 2018). Training on Blended Learning: Teaching with Technology More Purposefully; (4) *PLC Pedagogical Workshop*: (Sept. 22, 2017). Training on lesson planning and technology-mediated task-based language teaching. (5) *PLC Technological Workshop*: (Sept. 12, 2017). Training on the pedagogical uses of Canvas technologies for specifically language instruction. Technologies included were: Voice Thread, Yellow Dig, and a new screen recording application Panopto. (6) *Customized Workshop for African Language Instructors*: (May 27, 2017). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom.

**Aldous, Travis B.**  
Malagasy Instructor

**Appointed:** 2015  
**Education:** JD Candidate (May 2018) Drexel University Thomas R. Kline School of Law; BA (2014) Brigham Young University  
**Languages:** Malagasy  
**Professional Experience:** Madagascar Law Offices (MLO), Antananarivo, Madagascar *Summer Associate*, Research, writing, and translating memoranda and feasibility surveys in English, French, and Malagasy for high level international business transactions in the areas of energy, public-private partnerships, property, mining, and agribusiness. Integration of MLO with the African Legal Network (ALN).  
**Pedagogy/Trainings:** Participation in Penn Language Center Workshops (1) *Customized Workshop for African Language Instructors*: (May 24, 2018). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom. (2) *PLC Workshop on Conference Applications*: (Feb. 26, 2018). Training on the use of the web-conferencing application ZOOM to teach online classes. (3) *PLC Digital Pedagogical Workshop*: (Feb. 6, 2018). Training on Blended Learning: Teaching with Technology More Purposefully; (4) *PLC Pedagogical Workshop*: (Sept. 22, 2017). Training on lesson planning and technology-mediated task-based language teaching. (5) *PLC Technological Workshop*: (Sept. 12, 2017). Training on the pedagogical uses of Canvas technologies for specifically language instruction. Technologies included were: Voice Thread, Yellow Dig, and a new screen recording application Panopto. (6) *Customized Workshop for African Language Instructors*: (May 27, 2017). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom.  
**Distinctions:** Recipient of the Penn Language Center's Teaching Innovation Grant to bolster and implement online teaching materials during the 2017-2018 academic year.

**Winterton, Matthew**  
Malagasy Instructor

**Appointed:** 2013  
**Education:** MD (2015) University of Pennsylvania, Philadelphia, 2015; BS (2011) Brigham Young University, Provo  
**Languages:** Malagasy  
**Publications:**  
2014 Winterton, M. and Jackson Bell. Malagasy Dialects.  
2014 Winterton, M. MiLAZA! An Introduction to the Malagasy Language. In Press.  
2013 Bell, J. and M. Winterton. Rakibolana Malagasy–Anglisy / Anglisy–Malagasy. Antananarivo, Madagascar: Trano Printy Fiangonana Loterana Malagasy.  
2012 Bell, J. and M. Winterton. Malagasy–English, English–Malagasy Dictionary & Verb Chart. 8th ed. Raleigh: Lulu Press.  
**Grants:**  
2014 *University of Pennsylvania School of Arts and Sciences Language Teaching Innovation Grant* to develop textbooks and curriculum in the Malagasy language  
2010/1 Brigham Young University *Office of Research and Creative Activities (ORCA) Grant* – awarded twice for Malagasy dictionary development  
**Professional Societies:**  
2013 Contract Linguist, Malagasy Language, National Language Service Corps, Department of Defense  
**Pedagogy/Trainings:** Participation in Penn Language Center Workshops

**Traore, Ibrahima**  
Maninka/Mandingo Instructor

**Appointed:** 2007  
**Education:** BA (1998) Islamic University, Saudia Arabia; Arabic Language Studies (1988) Linguistic Institute  
**Languages:** Maninka/Mandingo, Jula, Bambara/Bamana, Malenke, Koyaga, French  
**Experience:** Mali  
**Pedagogy/Trainings:** Participation in Penn Language Center Workshops (1) *Customized Workshop for African Language Instructors*: (May 24, 2018). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom. (2) *PLC Workshop on Conference Applications*: (Feb. 26, 2018). Training on the use of the web-conferencing application ZOOM to teach online classes. (3) *PLC Digital Pedagogical Workshop*: (Feb. 6, 2018). Training on Blended Learning: Teaching with Technology More Purposefully; (4) *PLC Pedagogical Workshop*: (Sept. 22, 2017). Training on lesson planning and technology-mediated task-based language teaching. (5) *PLC Technological Workshop*: (Sept. 12, 2017). Training on the pedagogical uses of Canvas technologies for specifically language instruction. Technologies included were: Voice Thread, Yellow Dig, and a new screen recording application Panopto. (6) *Customized Workshop for African Language Instructors*: (May 27, 2017). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom.  
**Distinctions:** Recipient of the Penn Language Center’s Teaching Innovation Grant to bolster and implement online teaching materials during the 2017-2018 academic year.

**Ali-Dinar, Ali B.**

Senior Lecturer of Africana Studies; Sudanese Arabic Instructor; Advisor to students (Africa-track) in the  
Department of Africana Studies; Pre-major Advisor, School of Arts and Sciences, FLAS Coordinator

**Appointed:** 1994  
**Education:** Ph.D. (1995) University of Pennsylvania, MA (1986) University of Khartoum (Sudan), BA (1981)  
University of Khartoum  
**Africa-related courses:** Sudan Civil Wars, The Darfur Conflict, Sudanese Arabic, Reading  
Historical Arabic Manuscripts, Dress and Fashion in Africa, Understanding Africa,  
Understanding African Conflicts  
**Languages:** Arabic  
**Overseas experience:** Sudan, Senegal, Egypt, Ethiopia  
**Professional Experience:** FLAS Coordinator, manage the Center's website on African online Resources; Organize  
and conduct conferences/workshops/seminars  
**Experience with Sudanese Arabic:**  
**(1) Sudanese Arabic Language Consultant (ACTFL)**  
Participated in four-day workshop (June 14-17, 2016) organized by The American Council on the Teaching of  
Foreign Languages (ACTFL) for creating scoring protocol for a test of Sudanese Arabic reading/listening  
proficiency.  
**(2) Target Language Expert (TLE) on the Sudanese Arabic.** Defense Language Institute Project National  
Foreign Language Center at the University of Maryland.) collect Sudanese Arabic passages at ILR levels 1, 1+,  
2, 2+, and 3, and submit English language rendering for each passage and Arabic transcription.  
**(3) Developer of Pedagogical Materials for Sudanese Arabic Materials.** Prepared materials in Sudanese  
Arabic covering a wide array of topics such as health, business, politics and history for classroom use.  
Supervised students' projects in translating course work of Sudanese Arabic translated into English, and vice  
versa.  
**(4) Passage Expert Reviewer, Sudanese Arabic for Avant (<http://www.avantassessment.com/>)**  
Reviewed Sudanese Arabic texts for authenticity and sociolinguistic features such as dialect, accent, cultural  
appropriateness, and formality as well as for grammar and spelling, and correcting errors.

**Mshomba, Elaine O'Halloran**  
Swahili Lecturer

**Appointed:** 2000  
**Education:** JD (1988) College of Law, University of Illinois; MA (2001) La Salle University; BA (1985)  
University of Illinois  
**Africa-related Courses:** Swahili, Swahili Language and Culture  
**Languages:** Swahili, Russian, Spanish, French, German  
**Overseas experience:** Tanzania  
**Professional Activities:**  
2014 *Member*, African Language Teachers Association (ALTA) since 2004  
2007 *Presentation and Certificate of Completion*, Summer Institute for African Language Instruction,  
National African Language Resource Center  
2004 *African Studies Consultant*, developed courses and assisted proposal process, Community College  
of Philadelphia  
**Memberships:** African Language Teachers' Association, 2004 to present—presentations at annual conferences have  
included "Practical Strategies to Increase Students' Use of the Target Language in the Classroom"  
and "Strategies to Improve Assessments of Speaking Skills in the LCTL Classroom"  
**Honors:** Penn Language Center's Award for Distinguished Teaching by a Language Educator, 2015-2016  
**Other:** Editor (volunteer) *Economic Integration in Africa: The East African Community in Comparative  
Perspective*, written by Richard E. Mshomba, published by Cambridge University Press (2017)  
**Pedagogy/Trainings:** Participation in Penn Language Center Workshops

**Zemichael, Ermias**  
Tigrinya Instructor

**Appointed:** 2010

**Education:** BA., Computing Technology, Arcadia University, 2011

**Languages:** Tigrinya, Amharic

**Pedagogy/Trainings:** Participation in Penn Language Center Workshops (1) *Customized Workshop for African Language Instructors*: (May 24, 2018). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom. (2) *PLC Workshop on Conference Applications*: (Feb. 26, 2018). Training on the use of the web-conferencing application ZOOM to teach online classes. (3) *PLC Digital Pedagogical Workshop*: (Feb. 6, 2018). Training on Blended Learning: Teaching with Technology More Purposefully; (4) *PLC Pedagogical Workshop*: (Sept. 22, 2017). Training on lesson planning and technology-mediated task-based language teaching. (5) *PLC Technological Workshop*: (Sept. 12, 2017). Training on the pedagogical uses of Canvas technologies for specifically language instruction. Technologies included were: Voice Thread, Yellow Dig, and a new screen recording application Panopto. (6) *Customized Workshop for African Language Instructors*: (May 27, 2017). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom.

**Distinctions:** Recipient of the Penn Language Center's Teaching Innovation Grant to bolster and implement online teaching materials during the 2017-2018 academic year.

**Ofosu-Donkoh, Kobina**  
Twi Instructor

**Appointed:** 1995

**Education:** PhD (2004) Temple University; MA (1991) Pittsburgh Theological Seminary, Diploma in Theology (1984) University of Ghana, 1984

**Research:** Comparative religion and Philosophy

**Africa-related courses:** Twi, African Religions

**Languages:** Akan-Twi, Akan-Fanti, French, Latin

**Experience:** Ghana

**Publications:**

2010 Human Rights in African Religions and Philosophy: The Case of the Akan of Ghana. LAP Lambert Academic Publishing. February 2010.

**Pedagogy/Trainings:** Participation in Penn Language Center Workshops (1) *Customized Workshop for African Language Instructors*: (May 24, 2018). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom. (2) *PLC Workshop on Conference Applications*: (Feb. 26, 2018). Training on the use of the web-conferencing application ZOOM to teach online classes. (3) *PLC Digital Pedagogical Workshop*: (Feb. 6, 2018). Training on Blended Learning: Teaching with Technology More Purposefully; (4) *PLC Pedagogical Workshop*: (Sept. 22, 2017). Training on lesson planning and technology-mediated task-based language teaching. (5) *PLC Technological Workshop*: (Sept. 12, 2017). Training on the pedagogical uses of Canvas technologies for specifically language instruction. Technologies included were: Voice Thread, Yellow Dig, and a new screen recording application Panopto. (6) *Customized Workshop for African Language Instructors*: (May 27, 2017). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom.

**Distinctions:** Recipient of the Penn Language Center's Teaching Innovation Grant to bolster and implement online teaching materials during the 2017-2018 academic year.

**Thioune, Mbacke**  
Wolof Instructor

**Appointed:** 2007  
**Education:** MA (1988) University of Dakar  
**Africa-related courses:** Wolof Language  
**Languages:** Wolof  
**Experience:** Senegal  
**Pedagogy/Trainings:** Participation in Penn Language Center Workshops (1) *Customized Workshop for African Language Instructors*: (May 24, 2018). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom. (2) *PLC Workshop on Conference Applications*: (Feb. 26, 2018). Training on the use of the web-conferencing application ZOOM to teach online classes. (3) *PLC Digital Pedagogical Workshop*: (Feb. 6, 2018). Training on Blended Learning: Teaching with Technology More Purposefully; (4) *PLC Pedagogical Workshop*: (Sept. 22, 2017). Training on lesson planning and technology-mediated task-based language teaching. (5) *PLC Technological Workshop*: (Sept. 12, 2017). Training on the pedagogical uses of Canvas technologies for specifically language instruction. Technologies included were: Voice Thread, Yellow Dig, and a new screen recording application Panopto. (6) *Customized Workshop for African Language Instructors*: (May 27, 2017). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom.  
**Distinctions:** Recipient of the Penn Language Center's Teaching Innovation Grant to bolster and implement online teaching materials during the 2017-2018 academic year.

**Awoyale, Yiwola**  
Researcher-Lexicographer and Yoruba Instructor

**Appointed:** 1997  
**Education:** PhD/MA (1974) University of Illinois at Urbana-Champaign; BA (1970) Ahmadu Bello University, Zaria, Nigeria  
**Languages:** Yoruba  
**Experience:** Nigeria  
**Publications:**  
Forthcoming---"The role of proverbs and idioms in Yoruba dictionary making" Oyebade, A (Ed) Festschrift in Honor of Prof. O Owomoyela  
Forthcoming---Fundamentals of Expressive Yoruba Speech and Writing (LDC, University of Pennsylvania, Philadelphia)  
Forthcoming---Dictionary of Contemporary Yoruba (financed by the UPENN)  
**Pedagogy/Trainings:** Participation in Penn Language Center Workshops (1) *Customized Workshop for African Language Instructors*: (May 24, 2018). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom. (2) *PLC Workshop on Conference Applications*: (Feb. 26, 2018). Training on the use of the web-conferencing application ZOOM to teach online classes. (3) *PLC Digital Pedagogical Workshop*: (Feb. 6, 2018). Training on Blended Learning: Teaching with Technology More Purposefully; (4) *PLC Pedagogical Workshop*: (Sept. 22, 2017). Training on lesson planning and technology-mediated task-based language teaching. (5) *PLC Technological Workshop*: (Sept. 12, 2017). Training on the pedagogical uses of Canvas technologies for specifically language instruction. Technologies included were: Voice Thread, Yellow Dig, and a new screen recording application Panopto. (6) *Customized Workshop for African Language Instructors*: (May 27, 2017). PLC staff with Dr. Audrey Mbeje (African Language Director), on implementing task-based language teaching through technology as an approach for stimulating student-to-student collaboration both inside and outside in the classroom.  
**Distinctions:** Recipient of the Penn Language Center's Teaching Innovation Grant to bolster and implement online teaching materials during the 2017-2018 academic year.

**Magaya, Lindiwe**  
Zulu Instructor

**Appointed:** 2009  
**Education:** PhD (2004) MA (2000) Southern Illinois University Carbondale; BA (1995) University of Zimbabwe  
**Presentations:**  
2009 Magaya, L. Differentiated instruction and the teaching of African Languages to non-native speakers. Paper presented at the Annual Convention for the Less Commonly Taught Languages in conjunction with the African Teachers Language Association (ALTA). Madison, Wisconsin (April 24, 2009).  
2008 Magaya, L. & Muwana, F. Teachers' attitudes towards Inclusive Education in Zambia and Zimbabwe: Historical and cultural conditions for successful inclusion. CEC 2008 Annual Convention and Expo, April 19, 2007.  
2007 Magaya, L. Inclusive Education in Zimbabwe: Historical and cultural conditions for successful inclusion. CEC 2007 Annual Convention and Expo, April 19, 2007.  
2007 Magaya, L. Parental Advocacy in Zimbabwe: Implications for successful inclusion. CEC 2007 Annual Convention and Expo, April 19, 2007.  
**Publications:**  
2009 Magaya, L. Sexual risk behaviors among Zimbabwean adolescents with and without disabilities: Implications for HIV/AIDS prevention. Manuscript submitted for publication.  
2005 Magaya, L., Asner-Self, K. K., & Schreiber, J. B. Stress and coping strategies among Zimbabwean adolescents. *The British Journal of Educational Psychology*, 75, 661-671  
**Pedagogy/Trainings:** Participation in Penn Language Center Workshops

**Mbeje, Audrey**

Director, African Language Program; Lecturer in Linguistics; Lecturer in Zulu

**Appointed:** 2002  
**Education:** PhD (2002), MA (1996) Ball State University, BA (1991) University of Zululand  
**Research:** Language education; language program management; first and second language acquisition; language testing; linguistic analysis of tense/aspect, definiteness, and word order in Bantu languages; language policies in Africa; and language and society.  
**Africa-related Courses:** African Language and Culture, Zulu  
**Languages:** Zulu, Afrikaans, Xhosa, Swazi, Ndebele, French  
**Experience:** South Africa  
**Publications:**  
2015 *Colloquial Zulu (A Communicative Textbook for Beginners of Zulu).*  
2015 *Multi-media Zulu Reader.* The Multi-media Zulu Reader is for a year course in intermediate/advanced Zulu.  
**Grants Received:**  
2017-2018: Fulbright-Hays Group Project for Zulu in South Africa.  
PI/Director; Award: \$261,973  
2014: Fulbright-Hays Group Project Abroad in South Africa for K-16 Educators  
PI/Director; Award: \$96,298.00  
2011: African Languages Initiative Program for Intensive Zulu  
Project Director and Principal Investigator for the Summer Intensive Zulu Language Program funded by the National Security Educational Program (NSEP) Award: \$65,000.  
2008-2011: Fulbright-Hays Group Project Abroad (GPA) for Advanced Zulu in South Africa. Project Director and Principal Award: \$375,091  
**Conference Presentations:**  
2014 Politics, Languages, and Ethnic Diversity in South Africa. Guest Lecture at Community College of Philadelphia.  
**Reviewed:** 1 PhD

## **Library**

### **Lauris Olson**

Librarian & Coordinator of Social Sciences Collections; Africa Specialist, University Libraries

**Appointed:** 1998

**Education:** University of Pennsylvania; MS (1991) Drexel University; MA (1985); BA (1979) University of Pennsylvania

**Research and Training:** Educational linguistics and sociolinguistics; Educational ethnography and anthropology; Bilingualism and biliteracy; Multilingualism and language education policy; Indigenous education and language revitalization

**Professional Societies and Affiliations:** American Library Association. Member, 1998-present; Inter-university Consortium for Political and Social Research. Institutional Official Representative, 2001-present; International Association of Social Science Information Service and Technology. Member, 1999-present; Association of Public Data Users. Institutional Contact, 1991-present; Pennsylvania State Data Center. Institutional Affiliate Contact, 1994-present; Delaware Valley Documents Group. Steering Committee Member, 1992-present

University of Pennsylvania  
The Center for Africana Studies

**African Language: Courses and Enrollments**  
**AY 2016-17**

Name of Instructor	Rank	Language Level	Course #	Fall 2016	Spring 2017	Language	Total
Awoyale, Yiwola	Lect B	Beg. Yoruba	170-680	10	7		
Awoyale, Yiwola	Lect B	Inter. Yoruba	270-680	3	2	Yoruba	25
Awoyale, Yiwola	Lect B	Adv. Yoruba	370-680	0	2		
Awoyale, Yiwola	Lect B	Yoruba Culture	486-680	1	0		
Winterton, M	Lect B	Malagasy I	490-680	14	16	Malagasy	121
Winterton, M	Lect B	Malagasy I	490-684	15	17		
Winterton, M	Lect B	Malagasy I	490-685	6	6		
Aldous, Travis	Lect B	Malagasy II	492-680	11	11		
Aldous, Travis	Lect B	Malagasy II	492-686	11	14		
Negusse, Paulos	Lect B	Beg. Amharic	240-680	7	4	Amharic	16
Negusse, Paulos	Lect B	Inter Amharic	242-680	2	3		
Negusse, Paulos	Lect B	Tigrinya	490-683	3	2	Tigrinya	11
Negusse, paulos	Lect B	Tigrinya	492-683	3	3		
Mwaya, Monda	Lect B	Chichewa	490-688	2	0	Chichewa	3
Mwaya, Monda	Lect B	Chichewa	492-688	0	0		
Mwaya, Monda	Lect B	Chichewa	494-680	1	0		
Mbeje, A	Lect B	Beg Zulu	150-680	7	30	Zulu	54
Mbeje, A	Lect B	Inter Zulu	250-680	5	4		
Mbeje, A	Lect B	Adv Zulu	350-680	3	3		
Mbeje, A	Lect B	Zulu Culture	450-680	0	2		
Mshomba	Lect B	Beg. Swahili	180-680	7	4	Swahili	23
Mshomba	Lect B	Inter. Swahili	280-680	3	2		
Mshomba	Lect B	Adv Swahili	284-680	2	1		
Mshomba	Lect B	Adv Swahili	484-680	2	2		
Nwadiora Chika	Lect B	Beg Igbo	490-681	3	3	Igbo	8
Nwadiora Chika	Lect B	Inter. Igbo	492-681	1	1		
Nwadiora Chika	Lect B	Adv. Igbo	494-681	0	0		
Oforu-Donkoh, Kobina	Lect B	Beg Twi	160-680	9	4	Twi	25
Oforu-Donkoh, Kobina	Lect B	Inter Twi	262-680	6	2		
Oforu-Donkoh, Kobina	Lect B	Adv Twi	362-680	1	2		
Oforu-Donkoh, Kobina	Lect B	Twi Culture	470-680	1	0		
Thioune, M	Lect B	Wolof I	490-682	0	2	Wolof	3
Thioune, M	Lect B	Wolof II	492-682	1	0		
Thioune, M	Lect B	Wolof III	494-682	0	0		
<b>Total Enrollment</b>	<b>289</b>	<b>Number of Courses</b>	<b>33</b>	<b>140</b>	<b>149</b>		<b>289</b>



University of Pennsylvania  
The Center for Africana Studies

**African Language: Courses and Enrollments**  
**AY 2017-18**

Name of Instructor	Rank	Language Level	Course Number	Fall 2017	Spring 2018	Language	Total
Aldous, Travis	Lect B	Malagasy II	492-680	14	15		
Aldous, Travis	Lect B	Malagasy II	492-686	14	20	Malagasy	125
Aldous, Travis	Lect B	Malagasy I	490-680	14	17		
Aldous, Travis	Lect B	Malagasy I	490-684	14	15		
Delbar, Alex	Course TA	Malagasy	405-680	0	0		
Winterton, M	Lect B	Malagasy III	494-686	1	1		
Awoyale, Yiwola	Lect B	Beg. Yoruba	170-680	9	9	Yoruba	29
Awoyale, Yiwola	Lect B	Inter. Yoruba	270-680	5	3		
Awoyale, Yiwola	Lect B	Adv. Yoruba	370-680	1	1		
Awoyale, Yiwola	Lect B	Yoruba Culture	486-680	0	0		
Donaldson, C	Lect B	Mading I	490-687	1	0		
Hailu, Yohan	Lect B	Beg. Amharic	240-680	5	1	Amharic	15
Hailu, Yohan	Lect B	Inter Amharic	242-680	5	2		
Zemichael, E	Lect B	Adv. Amharic	247-680	1	1		
Zemichael, E	Lect B	Beg. Tigrinya	490-683	2	2	Tigrinya	15
Zemichael, E	Lect B	Inter. Tigrinya	492-683	3	3		
Zemichael, E	Lect B	Adv. Tigrinya	494-683	2	3		
Mwaya, Monda	Lect B	Chichewa I	490-688	0	0	Chichewa	1
Mwaya, Monda	Lect B	Chichewa II	492-688	1	0		
Mbeje, A	Lect B	Beg Zulu	150-680	8	25	Zulu	67
Mbeje, A	Lect B	Inter Zulu	250-680	8	6		
Mbeje, A	Lect B	Adv Zulu	350-680	3	6		
Jones, Taylor	TA Zulu	Intensive Zulu	150-680	0	0		
Magaya, Lind	Lect B	Inter. Zulu	251-680	0	8		
Magaya, Lind	Lect B	Adv. Zulu	351-680	0	3		
Mshomba	Lect B	Beg. Swahili	180-680	10	7	Swahili	33
Mshomba	Lect B	Inter. Swahili	280-680	4	3		
Mshomba	Lect B	Adv Swahili	284-680	2	3		
Mshomba	Lect B	Adv Swahili	484-680	2	2		
Nwadiora Chika	Lect B	Beg Igbo	490-681	6	3	Igbo	14
Nwadiora Chika	Lect B	Inter. Igbo	492-681	2	3		
Nwadiora Chika	Lect B	Adv. Igbo	494-681	0	0		
Ofosu-Donkoh, Kobina	Lect B	Beg Twi	160-680	1	0	Twi	7
Ofosu-Donkoh, Kobina	Lect B	Inter Twi	262-680	1	1		
Ofosu-Donkoh, Kobina	Lect B	Adv Twi	362-680	1	3		
Ofosu-Donkoh, Kobina	Lect B	Twi Culture	470-680	0	0		
Thioune, M	Lect B	Wolof I	490-682	0	0	Wolof	2
Thioune, M	Lect B	Wolof II	492-682	1	1		
Thioune, M	Lect B	Wolof III	494-682	0	0		
Dinar, Ali	Sen. Lect.	Sudanese Arabic I	559-680	1	0	S. Arabic	2
Dinar, Ali	Sen. Lect.	Sudanese Arabic 2	559-681	0	1		
<b>Total Enrollment</b>	<b>310</b>	<b>Total Courses</b>	<b>40</b>	<b>142</b>	<b>168</b>		<b>310</b>

**University of Pennsylvania  
The Center for Africana Studies**

**African Language Courses  
AY 2018-19**

Name of Instructor	Rank	Language Level	Course Number	Fall 2018	Spring 2019	Enrollments
Aldous, Travis	Lect B	Malagasy II	492-680			
Aldous, Travis	Lect B	Malagasy II	492-686			
Aldous, Travis	Lect B	Malagasy I	490-680			
Aldous, Travis	Lect B	Malagasy I	490-684			
Awoyale, Yiwola	Lect B	Beg. Yoruba	170-680			
Awoyale, Yiwola	Lect B	Inter. Yoruba	270-680			
Awoyale, Yiwola	Lect B	Adv. Yoruba	370-680			
Awoyale, Yiwola	Lect B	Yoruba Culture	486-680			
Hailu, Yohan	Lect B	Beg. Amharic	240-680			
Hailu, Yohan	Lect B	Inter Amharic	242-680			
Zemichael, E	Lect B	Adv. Amharic	247-680			
Zemichael, E	Lect B	Beg. Tigrinya	490-683			
Zemichael, E	Lect B	Inter. Tigrinya	492-683			
Zemichael, E	Lect B	Adv. Tigrinya	494-683			
Mwaya, Monda	Lect B	Chichewa I	490-688			
Mwaya, Monda	Lect B	Chichewa II	492-688			
Mbeje, A	Lect B	Beg Zulu	150-680			
Mbeje, A	Lect B	Inter Zulu	250-680			
Mbeje, A	Lect B	Adv Zulu	350-680			
Magaya, Lind	Lect B	Inter. Zulu	251-680			
Magaya, Lind	Lect B	Adv. Zulu	351-680			
Mshomba	Lect B	Beg. Swahili	180-680			
Mshomba	Lect B	Inter. Swahili	280-680			
Mshomba	Lect B	Adv Swahili	284-680			
Mshomba	Lect B	Adv Swahili	484-680			
Nwadiora Chika	Lect B	Beg Igbo	490-681			
Nwadiora Chika	Lect B	Inter. Igbo	492-681			
Nwadiora Chika	Lect B	Adv. Igbo	494-681			
Ofosu-Donkoh, Kobina	Lect B	Beg Twi	160-680			
Ofosu-Donkoh, Kobina	Lect B	Inter Twi	262-680			
Ofosu-Donkoh, Kobina	Lect B	Adv Twi	362-680			
Ofosu-Donkoh, Kobina	Lect B	Twi Culture	470-680			
Thioune, M	Lect B	Wolof I	490-682			
Thioune, M	Lect B	Wolof II	492-682			
Thioune, M	Lect B	Wolof III	494-682			
Dinar, Ali	Sen. Lect.	Sudanese Arabic I	559-680			
Dinar, Ali	Sen. Lect.	Sudanese Arabic 2	559-681			

University of Pennsylvania  
The Center for Africana Studies: 2016 -17 Area Courses

Course Title	Num	Discipline	Sem/ Qtr	Number of Credits	Enroll.	% Africa Content	Section
World Music & Culture	AFST 050	International/area studies	Fall	1	47	50	401
		Ethnomusicology			20		402
		Music			30		403
Africa Since 1800	AFST 076	Area studies History	Fall	1	81	100	401
Intro to Africa	AFST 190	Anthropology  Area studies History  International/area studies  Interdisciplinary studies	Fall	1	24	100	401
Storytelling in Africa	AFST 223	History	Fall	1	11	100	601
Contemporary Issues in African Society	AFST 268	Global/international relations and studies History	Fall	1	5	100	401
Faces of Islam in Africa	AFST 274	Area studies History Religious studies	Fall	1	12	100	401
Understanding African Conflict	AFRC 321	Global/international relations and studies	Fall	1	6	100	301
Decolonization and It's Afterlives in Africa	AFRC 650	History Area Studies	Fall	1	8	100	401
World Music & Culture	AFST 050	Area studies	Spring	1	25	50	401
		Ethnomusicology			28		402
		Music			28		403
Land of the Pharoahs	AFST 062	Area studies Ethnic studies History	Spring	1	71	75	401

University of Pennsylvania  
The Center for Africana Studies: 2016 -17 Area Courses

African History Before 1800	AFST 075	Area studies History	Spring	1	53	100	401
African Women's Lives Past/Present	AFST 221	Area studies Ethnic studies Women's studies	Spring	1	16	100	601
African Language & Culture	AFST 225	Area studies Ethnic studies Linguistics	Spring	1	44	100	401
Geopolitics and Geostrategy in Africa	AFST 298	Area studies	Spring	1	1	100	50
Geography of Sub-Saharan African	AFST 298	Area Studies	Spring	1	2	100	51
Representations of Africa	AFST 298	Area Studies	Sppring	1	1	100	52
Africa, Decolonization, and Internationalism	AFRC 315	Global/international relations and studies	Spring	1	11	100	401
Transoceanic Encounters: East Africa and the Indian Ocean	AFRC 320	Global/international relations and studies	Spring	1	5	100	401
Understanding Africa	AFRC 357	Area studies International/area studies	Spring	1	4	100	301
Law in Africa	AFRC 420	International/area studies	Spring	1	14	100	401
The New African Diaspora: African Immagrants Lives in West Philadelphia	AFRC 560	Area studies History	Spring	1	6	100	640
Religious Encounters in Africa	AFST 650	Area studies History Religion	Spring	1	3	100	401
Economic, Social, and Cultural Rights in Uganda	Penn Law Global Seminar	African Studies, Law	Spring	1	7	100	

University of Pennsylvania  
The Center for Africana Studies: 2016 -17 Area Courses

International Social Work: Practice in the Global South	SWRK 798, AFST 798	Africana Studies, Social Work	Spring	1	23	75	401
The Great African Novel	ENG 303	Africana Studies, English	Spring	1	13	100	401
Religion & Colonial Rule in Africa	Hist 216	Africana Studies, History	Spring	1	14	100	401
Reinventing Africa	WRIT 216	African Studies, Literature	Spring	1	16	100	401
<b>Number of IAS courses: 22</b>	<b>28</b>				<b>629</b>	<b>students</b>	

University of Pennsylvania  
The Center for Africana Studies: 2017-18 Area Courses

2017-18 Areas Courses							
Course Title	Num	Discipline	Sem/ Qtr	Number of Credits	Enroll ment	% Africa Content	Sec- tion
World Music & Culture	AFST 050	International/area studies Ethnomusicology Music	Fall	1	61 30	50	401 402
Africa Since 1800	AFST 076	Area studies History	Fall	1	31 5 3 9 5 9	100	401 402 403 404 405 406
Intro to Africa	AFST 190	Anthropology Area studies History International/area studies Interdisciplinary studies	Fall	1	20	100	401
Religion and Colonial Rule in Africa	AFST 215	History	Fall	1	12	100	401
Storytelling in Africa	AFST 223	History	Fall	1	16	100	601
Unofficial Histories of the Colonial Caribbean	AFRC 234	History	Fall	1	7	25	402
Contemporary Issue in African Society	AFRC 268	History	Fall	1	6	100	401
Islam & Society in Africa	AFST 274	Area studies History Religious studies	Fall	1	9	100	401
Dress and Fashion in Africa	AFRC 324	Area studies History	Fall	1	7	100	301

University of Pennsylvania  
The Center for Africana Studies: 2017-18 Area Courses

Postcolonial Studies	AFRC 591	History	Fall	1	13	25	401
Facism and Racism: A Love Story	AFRC 710	Area studies	Fall		14	15	
		History					401
		Political Science					
		Literature					
World Music & Culture	AFRC 050	Area studies	Spring	1	48	50	401
		Ethnomusicology			27		402
		Music			27		403
					28		404
Land of the Pharoahs	AFRC 062	Area studies	Spring	1	89	75	401
		Ethnic studies					
		History					
African History Before 1800	AFRC 075	Area studies	Spring	1	28	100	401
		History					
African Women's Lives Past/Present	AFST 221	Area studies	Spring	1	16	100	601
		Ethnic studies					
		Women's studies					
African Language & Culture	AFRC 225	Area studies	Spring	1	51	100	301
		Ethnic studies					
		Linguistics					
Media in Africa	AFRC 227	Area studies	Spring	1	11	100	601
Literature and Art in Africa and the African Diaspora	AFRC 276	Area Studies	Spring	1	6	50	401
		Ethnics Studies					
East Africa & the Indian Ocean	AFRC 315	Africana Studies, HIST-369	Fall	1	15	100	401
Africa & Decolonization	AFRC 320, Hist 374	Africana, History	Fall	1	12	100	401

University of Pennsylvania  
The Center for Africana Studies: 2017-18 Area Courses

Finance in Middle East & North Africa	FNCE 897	African Studies, Finance	Spring	0.5	12	50	
Understanding African Conflict	AFRC 321	History	Spring	1	3	100	301
North Africa: History, Culture, Society	AFRC 332	History Global/international relations and studies Ethnic Studies	Spring	1	13	100	401
Understanding Africa	AFRIC 357	Africana Studies	Fall	1	7	100	401
Law in Africa	AFRC 357, SOCI 660	Africana, Sociology	Fall	1	10	100	401
Black France	AFRC 450, FREN 490	Africana, French	Fall	1	19	75	401
Contemporary African Politics	PSCI 210, EDUC 200,	Africana, Political Science	Fall	1	35	100	401
African is not a Country	WRIT 049	Africana Studies	Fall	1	15	100	401
Topics in African Art	ARTH 318	Africana Studies, Art History	Fall	1	14	100	401
History Foreign Aid in Africa	AFRC 373	Area studies Global/international relations and studies History	Spring	1	12	100	401
Media in Africa	AFRC 504	Area Studies Ethnic Studies	Spring	1	11	100	601
Reading Historical Arabic Manuscripts	AFRC 509	History	Spring	1	3		401
Conflict Geographies in Africa ( and Phila): Spaces of War, Memory and Resistance	AFRC 528	Global/international relations and studies	Spring	1	10	100	401
		Global/international relations and studies					



University of Pennsylvania  
The Center for Africana Studies: 2017-18 Area Courses

Migrating Materiality: Ivory Around the Mediterranean	AFRC 538	History	Spring	1	5	25	401
		Area Studies					
North Africa: History, Culture, Society	AFRC 632	History Ethnic Studies	Spring	1	13	100	401
Conflict, Leadership, and Change: Lessons from Rwanda	MGMT 890	Management/Business School	Spring	0.5	9	100	
<b>Number of IAS courses: 38</b>					<b>806</b>		

University of Pennsylvania  
The Center for Africana Studies: 2018-19 Area Courses

Course Title	Num	Discipline	Sem/ Qtr	Number of Credits	Enroll.	% Africa Content	Sec- tion
World Music & Culture	AFRC 050	International/area studies Ethnomusicology Music History	Fall	1		25	401
							402
							403
See/Hearing South Africa: Politics and History Through Contemporary	AFRC 056	Politics	Fall	1		100	401
Contemporary African Literature and Film	AFRC 074	Area studies	Fall	1		100	401
Africa Since 1800	AFRC 076	Area studies History	Fall	1		100	401
							402
							403
							404
							405
							406
Africa and the Transatlantic Slave Trade	AFRC 186	Area studies History	Fall	1		100	401
Intro to Africa	AFRC 190	Anthropology	Fall	1		100	401
		Area studies					
		History					
		International/area studies					
Religion and Colonial Rule in Africa	AFRC 215	History	Fall	1		100	401
		Religion					
		Area studies					
Storytelling in Africa	AFRC 223	History	Fall	1		100	601
Haitian Revolution	AFRC 248	Area studies	Fall	1		25	401
		History					

University of Pennsylvania  
The Center for Africana Studies: 2018-19 Area Courses

Faces of Islam in Africa	AFRC 274	Area studies History	Fall	1		100	401
Dress and Fashion in Africa	AFRC 324	Ethnic studies History	Fall	1		100	401
Reading Historical Arabic Manuscripts	AFRC 509	History	Fall	1		50	401
Old Egyptian	AFRC 563	History	Fall	1		25	480
Seeing, Hearing, and Encountering South Africa	ANTH/CO ML/MUS C 056-401	Africana, Music, Literature	Fall	1		100	401
Culture, Health, and Development in Ghana	PGS	Penn global Seminar, Africana Studies	Fall	1		100	401
South Africa Rising: Past and Present in the New South Africa	PGS	Penn Global Semina, Africana Studies	Fall	1		100	401
World Music & Culture	AFRC 050	Area studies Ethnomusicology Music	Spring	1		50	401 402 403
Land of the Pharaohs	AFRC 062	Area studies Ethnic studies History	Spring	1		75	401
African History Before 1800	AFRC 075	Area studies History	Spring	1		100	401
African Women's Lives Past/Present	AFST 221	Area studies Ethnic studies Women's studies	Spring	1		100	601
African Language & Culture	AFRC 225	Area studies Ethnic studies Linguistics	Spring	1		100	301

University of Pennsylvania  
The Center for Africana Studies: 2018-19 Area Courses

Media in Africa	AFRC 227	Area studies	Spring	1		100	601
Literature and Art in Africa and the African	AFRC 276	Area Studies Ethnics Studies	Spring	1		50	401
Understanding African Conflicts	AFRC 321	History	Spring	1		100	301
North Africa: History, Culture, Society	AFRC 332	History Global/international relations and studies Ethnic Studies	Spring	1		100	401
History Foreign Aid in Africa	AFRC 373	Area studies Global/international relations and studies History	Spring	1		100	401
Media in Africa	AFRC 504	Area Studies Ethnic Studies	Spring	1		100	601
Reading Historical Arabic Manuscripts	AFRC 509	History	Spring	1		50	401
Conflict Geographies in Africa ( and Phila):	AFRC 528	History Global/international relations and studies Global/international relations and studies	Spring	1		100	401
Migrating Materiality: Ivory Around the Mediterranean	AFRC 538	History	Spring	1		25	401
North Africa: History, Culture, Society	AFRC 632	Area Studies History Ethnic Studies	Spring	1		100	401
NGOs & International Development	NPLD 582	Nonprofit Leadership Program	Fall	1		25	1

**Number of IAS courses: 32**

June 19, 2018

RE: Letter of Support for the Center for Africana Studies at the University of Pennsylvania

To Whom It May Concern,

I enthusiastically support the Center for Africana Studies as they apply for renewed funding under the Foreign Language and Area Studies (FLAS) Fellowships Program (CFDA 84.015B).

The FLAS Language and National Resource Centers at Penn are critical University resources for our graduate and undergraduate students, as well as our faculty and staff. Their activities benefit all 12 of Penn's Schools and play a central role in curricular development, language training, and in encouraging interdisciplinary research, teaching, and learning. During the last academic year, Penn offered over 25 area studies with content on Africa, and 40 courses on African languages. Through these courses, nearly 1,000 students across the University had the chance to study less commonly taught languages, gain expertise in under-studied world regions, and learn the importance of a global perspective in tackling the world's most challenging problems.

These language and resource centers will also enhance the ability by my office – Penn Global – to carry out the University's second *Strategic Framework for Global Initiatives*. The Centers will serve as valuable partners as we seek to augment, for example, the University's portfolio of meaningful student study abroad opportunities. In fact, we've already started to expand and diversify one of our central programs, Penn Global Seminars, in partnership with faculty affiliates of the language and resource centers. Between Spring 2016, when the program launched, and Spring 2019, the program will send over 400 students abroad across 30 courses, a third of which will be organized in partnership with the Centers' faculty affiliates. We hope to continue our partnership with these programs to provide invaluable educational experiences that empower our students moving forward.

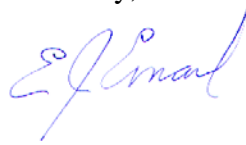
My office is also eager to continue collaborating with the FLAS Language and National Resource Centers to identify and design solutions to the biggest challenges facing the world today, including those relating to the global order, health and healthcare, innovation and technology, and urbanization and migration. Interdisciplinary by design, the language and resource centers will serve a vital and unique role on campus by bringing together students and faculty from different disciplines, backgrounds, and experiences, and giving them the opportunity to research, teach, and learn together. Moreover, these centers will be able to leverage on-campus resources, such as the Perry World House – the University's new hub for global engagement – to promote knowledge sharing, catalyze dialogue, and make a significant impact not only on campus, but also in the local, national, and international communities.

Finally, the FLAS Language and National Resource Centers will play an important role in furthering the University's preeminence as a global institution. The work of the Center for Africana Studies has far-reaching effects beyond our campus in Philadelphia. The workshops,

lectures, and conferences they convene – such as the Higginbotham Lecture, which most recently featured Ta-Nehisi Coates in conversation with Dr. Camille Charles – better enable Penn students and faculty to substantively engage in robust discussions, activities, and research on a region of critical geopolitical importance.

As the Vice Provost for Global Initiatives, I am responsible for executing the University's mission to bring the world to Penn and Penn to the world. The Center for Africana Studies, along with its counterparts, are some of my most valuable tools to help make that happen. I implore you to strongly consider their request for renewed support.

Sincerely,



Ezekiel J. Emanuel  
Vice Provost for Global Initiatives  
University of Pennsylvania

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

---

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

University of Pennsylvania													
The Center for Africana Studies													
FLAS Fellowship Budget -- 2018-2022													
ACADEMIC YEAR					2018-19		2019-20		2020-21		2021-22		Total
				# Graduates	5		5		5		5		20
				# undergraduates	2		2		2		2		8
Tuition													
	Graduate students @ \$18,000				\$90,000		\$90,000		\$90,000		\$90,000		\$360,000
Stipends													
	Graduate students @ \$15,000				\$75,000		\$75,000		\$75,000		\$75,000		\$300,000
Tuition													
	undergraduate students @ \$10,000				\$20,000		\$20,000		\$20,000		\$20,000		\$80,000
Stipends													
	undergraduate students @ \$5,000				\$10,000		\$10,000		\$10,000		\$10,000		\$40,000
Total Academic Year					\$195,000		\$195,000		\$195,000		\$195,000		\$780,000
SUMMER													
Tuition													
	5 students @ \$5,000				\$25,000		\$25,000		\$25,000		\$25,000		\$100,000
Stipends													
	5 students @ \$2,500				\$12,500		\$12,500		\$12,500		\$12,500		\$50,000
Total Summer					\$37,500		\$37,500		\$37,500		\$37,500		\$150,000
5 Students													
TOTAL FELLOWSHIP BUDGET					\$232,500		\$232,500		\$232,500		\$232,500		\$930,000